

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

August 5, 2026
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
 - A. Superintendent's Announcements
 - B. SPPS 2033: Strategic Plan
 1. Introduction
 2. Presentation 3
 3. Discussion
 - C. Facilities Portfolio Analysis Update
 1. Introduction
 2. Presentation 38
 3. Discussion
 - D. GC4 Washington Technology Fire Main Repair
 1. Introduction
 2. Presentation 45
 3. Discussion
 4. Action
 - E. H.M.O.N.G. Project PD Plan: Year 1
 1. Introduction
 2. Presentation 47
 3. Discussion
 - F. Career Pathways Update
 1. Introduction
 2. Presentation 59
 3. Discussion
 - G. Financial Literacy
 1. Introduction
 2. Presentation 74
 3. Discussion
 - H. Policy Update

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3. Discussion	
4. Action	
3. ADJOURNMENT	
#BoldSubject#	



SPPS 2033 Strategic Plan

Board of Education
July 14, 2026

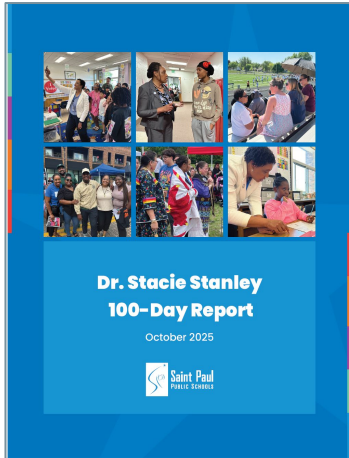
Contents



- Background
- Engagement
- Collaborative teams
- Process
- Plan components
- Monitoring and Reporting
- Implementation
- Communications

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Key Topics & Priority Areas



Excellence in Instruction

Every student receives high-quality, data-informed and culturally responsive instruction that accelerates their growth and eliminates predictable achievement gaps.

- Achievement Gap Reduction & Academic Acceleration
- Continuous Improvement Infrastructure
- Literacy Consistency & Coherence

Deliberate Inclusion

All schools and departments create an environment where every student, staff and family member experiences dignity, connection and comprehensive support.

- Discipline & Belonging Review
- Family Communication & Language Access Standards
- Special Education Programming Enhancement
- Staff Retention & Recruitment

Sustainable Infrastructure

Commitment to purposeful allocation of resources to ensure programs and facilities are positioned to meet the needs of current and future students, families and staff.

- Analysis of Current Resource Allocation Models
- Facilities Portfolio Analysis
- Marketing & Enrollment Recovery

For more background on how these topics were chosen, please see [Dr. Stanley's 100-Day Report](#).



Engagement

Community Engagement Model

- The Accordion Principle
- Extensive and expansive: **3,016 community members engaged**
 - Virtual & in-person
 - Multi-language support
- Multiple perspectives
 - Students
 - Families
 - Staff
 - Community
- Advisory Taskforce

EXPAND

to listen widely



COMPRESS

to analyze deeply, expand to share and gather more feedback

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For more detail on process model design, please see [Dr. Stanley's November 2025 report to the school board](#)

Expansion #1



TYPE OF ENGAGEMENT

Community meetings



DATES

February-March 2026



FACILITATED BY

School & district leaders

1,973

Total community members engaged in this phase

8



What taskforce members heard:

“

SPPS has worked on all the key topics,
but the results aren't widely visible
or understood.

“

Additionally, stakeholders have
substantially different views on what the
strategic challenges are.

Expansion #2



TYPE OF ENGAGEMENT
Online Survey



DATES
March 2026

879

Total community members engaged in this phase

9



What taskforce members heard



Survey results from high school students, parents and staff all agreed on a core principle: education is most effective when children feel seen, heard and valued.



Across the board, stakeholders emphasized the need for an environment that respects student dignity, intelligence, and individual needs.

Expansion #3



TYPE OF ENGAGEMENT

Community meeting by language group



DATES

May 2026

115

Total community members engaged in this phase



What taskforce members heard

“

Overall, the feedback was positive. Attendees were especially interested in the strategies focused on discipline & belonging and family & language access.

“

We've identified the right strategic challenges, and most of our proposed strategies were well-received.

“

Attendees raised serious questions about how practical strategies are, how quickly we can implement them, and who will be held accountable.

Student Convening



PURPOSE

to receive feedback from students on decisions that directly impact their education



DATES

May 5-6, 2026

51

SPPS high school students (9-12) participated



What project managers heard



While students generally liked the strategies, particularly discipline and belonging, they had substantial concerns about consistency. They noticed that the ideas aren't being applied the same way from school to school—or even by different staff within the same building.





Collaborative Teams

Core Project Team

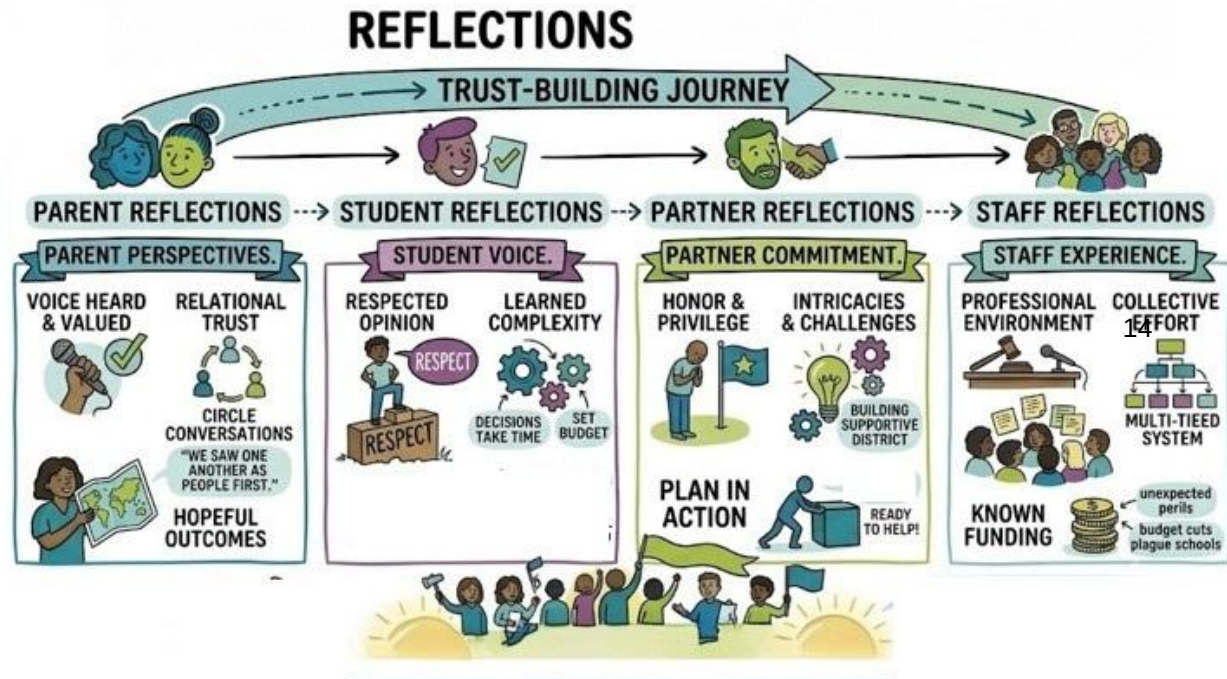
- Created and monitored overall project timeline and activities
- Coordinated engagement activities
- Organized logistics
- Created and shared internal and external communication



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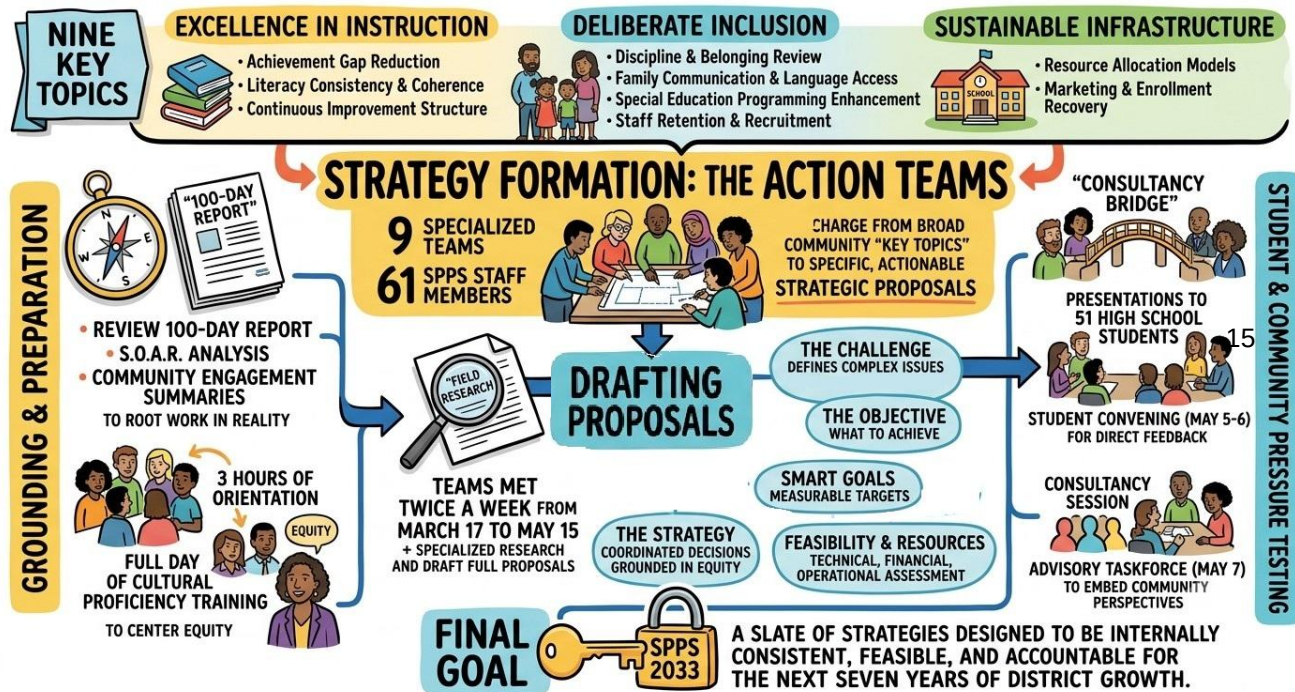
Advisory Taskforce

- 32 members
- Provided guidance for planning and revising strategies
- Determined challenges for each key topic area
- Consultancy with Strategy Formation Action Teams
- Explored vision of success
- Identified criteria for reporting



Strategy Formation Action Teams

- Nine teams, ranging between 4-10 members
- 61 participants
- Participated in Tools of Cultural Proficiency foundational training
- Developed a slate of strategies



May 7 Taskforce-Action Team Consultancy

Purpose:

- Internal consistency check that the perspectives and experiences of the advisory taskforce was grounding and embedded in the creation of the plan
- To receive feedback from a community perspective on decisions that directly impact them

What we heard:

- Overall, advisory taskforce members expressed agreement that their work was represented in the challenges and draft strategies.
- Taskforce members emphasized that we must stay focused on effective implementation and accountability. At the same time, we must manage our budget responsibly and ensure every single student, school and program gets the academic support they need.



Process

- Finalize strategies
- Engagement
- Draft strategies
- Engagement
- Strategy formation action teams
- Engagement
- Advisory Task Force selection
- 100-Day Report



100-Day Report



Strategy
Formation
Action
Teams



Draft strategies



Finalize strategies



Engagement
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Advisory
Taskforce





Plan Components

Key Topics & Priority Areas

Excellence in Instruction

Every student receives high-quality, data-informed and culturally responsive instruction that accelerates their growth and eliminates predictable achievement gaps.

- Achievement Gap Reduction & Academic Acceleration
- Continuous Improvement Infrastructure
- Literacy Consistency & Coherence

Deliberate Inclusion

All schools and departments create an environment where every student, staff and family member experiences dignity, connection and comprehensive support.

- Discipline & Belonging Review
- Family Communication & Language Access Standards
- Special Education Programming Enhancement
- Staff Retention & Recruitment

Sustainable Infrastructure

Commitment to purposeful allocation of resources to ensure programs and facilities are positioned to meet the needs of current and future students, families and staff.

- Analysis of Current Resource Allocation Models
- Facilities Portfolio Analysis
- Marketing & Enrollment Recovery

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Excellence in Instruction

Every student receives high-quality, data-informed and culturally responsive instruction that accelerates their growth and eliminates predictable achievement gaps.

Achievement Gap Reduction & Academic Acceleration

Establish clear, consistent, high-quality, data-informed and culturally responsive classroom instruction grounded in a shared vision of effective teaching.

Continuous Improvement

Sustain a culture of continuous improvement where all staff are capable and empowered to immerse students in multiple levels of support, resulting in strong academic and interpersonal success.

Literacy Consistency & Coherence

Prioritize literacy instruction through a districtwide framework that aligns high-quality, data-informed, culturally responsive literacy instruction and provides shared accountability structures.

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Achievement Gap Reduction & Academic Acceleration

Strategy How will we meet the challenge?	Establish clear, consistent, high-quality, data-informed and culturally responsive classroom instruction grounded in a shared vision of effective teaching.
Benchmarks What actions will we implement?	1.1.a. Clarify districtwide approach to Tier 1 instruction grounded in a shared understanding of effective teaching²¹ 1.1.b. Transform evaluation and accountability structures 1.1.c. Align professional learning for all educational staff in SPPS

Continuous Improvement

Strategy How will we meet the challenge?	Sustain a culture of continuous improvement where all staff are capable and empowered to immerse students in multiple levels of support, resulting in strong academic and interpersonal success.
Benchmarks What actions will we implement?	1.2.a. Establish a shared understanding of goals for improvement throughout the entire system 22 1.2.b. Build & communicate an organizing structure that identifies and connects district- and school-based teams in line with the MnMTSS model 1.2.c. District and school leaders facilitate continuous system improvement

Literacy Consistency & Coherence

Strategy How will we meet the challenge?	Prioritize literacy instruction through a districtwide framework that aligns high-quality, data-informed, culturally responsive literacy instruction and provides shared accountability structures.
Benchmarks What actions will we implement?	1.3.a. Establish a coherent, districtwide system by clarifying priorities, standardizing processes, and using consistent walkthrough and accountability structures²³ 1.3.b. Design personalized, equitable professional learning pathways grounded in the PreK-12 literacy framework 1.3.c. Align all instructional and programmatic decisions across all grade levels

Deliberate Inclusion

All schools and departments create an environment where every student, staff and family member experiences dignity, connection and comprehensive support.

Discipline & Belonging

Foster school and district culture and climate through high expectations and authentic relationships that deeply honor the dignity of every student, family and staff member.

Family Communication & Language Access Standards

Strengthen families' connection to and trust in SPPS through districtwide, culturally responsive communication approaches that ensure information is clear, consistent and accessible.

Special Education Programming Enhancement

Provide an educational community of holistic support where the least restrictive environment is an affirming space where every student feels they truly belong.

Staff Retention & Recruitment

Build and retain a diverse, thriving workforce that mirrors our student population, and cultivate an equitable and culturally proficient district culture that reflects the district's commitment to belonging and dignity.

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Discipline & Belonging

Strategy How will we meet the challenge?	Foster school and district culture and climate through high expectations and authentic relationships that deeply honor the dignity of every student, family and staff member.
Benchmarks What actions will we implement?	2.1.a. Standardize effective systems that eliminate disproportionate exclusionary practices for students²⁵ 2.1.b. Develop upper elementary and secondary students as leaders using student perspectives and fostering civic agency 2.1.c. Establish authentic experiences that develop individual and group parent/guardian leadership with a shared commitment to SPPS

Family Communication & Language Access

Standards

Strategy

How will we meet the challenge?

Strengthen families' connection to and trust in SPPS through districtwide, culturally responsive communication approaches that ensure information is clear, consistent and accessible.

Benchmarks

What actions will we implement?

- 2.2.a. Establish a culture of clear written and oral communication grounded in families and schools working together for student success
- 2.2.b. Ensure equitable access to information and services for families regardless of language proficiency or disability
- 2.2.c. Implement consistent family communication standards and practices across all schools and departments

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Special Education Programming Enhancement

Strategy How will we meet the challenge?	Provide an educational community of holistic support where the least restrictive environment is an affirming space where every student feels they truly belong.
Benchmarks What actions will we implement?	2.3.a. Incorporate Universal Design for Learning in Tier 1 instruction ²⁷ 2.3.b Align schedules with students' specialized service needs that support inclusion 2.3.c. Create a consistent districtwide, holistic review process to strengthen special education identification, referral, evaluation, placement, IEP development, service delivery and discipline practices

Staff Retention & Recruitment

Strategy How will we meet the challenge?	Build and retain a diverse, thriving workforce that mirrors our student population, and cultivate an equitable and culturally proficient district culture that reflects the district's commitment to belonging and dignity.
Benchmarks What actions will we implement?	2.4.a. Create a shared understanding and expectation of belonging, dignity and equity that includes the Tools of Cultural Proficiency 2.4.b. Provide onboarding for all staff that ensures the tenets of Policy 419 are active and present at every level of the organization 2.4.c. Streamline hiring practices by integrating core equity standards into every stage of the talent lifecycle 2.4.d. Develop and expand career pathways and growth opportunities for students, staff and community members that directly address high-need areas and the goal of increasing culturally competent staff from diverse backgrounds

Sustainable Infrastructure

Commitment to purposeful allocation of resources to ensure programs and facilities are positioned to meet the needs of current and future students, families and staff.

Marketing & Enrollment Recovery

Elevate the district's brand and reputation to establish Saint Paul Public Schools as the trusted and premier educational destination for every St. Paul family.

Facilities Portfolio Analysis

Create a sustainable district footprint that invests our resources directly into students' futures and maximizes the use of district facilities.

Analysis of Current Resource Allocation Models

Build a culture of continuous fiscal improvement where the allocation of resources is examined and adjusted to meet the needs of our students.

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Marketing & Enrollment Recovery

Strategy How will we meet the challenge?	Elevate the district's brand and reputation to establish Saint Paul Public Schools as the trusted and premier educational destination for every St. Paul family.
Benchmarks What actions will we implement?	3.1.a. Establish a strong district brand identity that clearly articulates why SPPS is the district of choice for St. Paul families ³⁰ 3.1.b. Develop a districtwide marketing plan that outlines what distinguishes SPPS, incorporates the voices of students, families, staff and community members, defines who we serve and what we will deliver

Facility Equity Assessment & Longitudinal Plan

Strategy How will we meet the challenge?	Create a sustainable district footprint that invests our resources directly into students' futures and maximizes the use of district facilities.
Benchmarks What actions will we implement?	This will be the final approved plan from the facilities portfolio analysis ³¹

Analysis of Current Resource Allocation Models

Strategy How will we meet the challenge?	Build a culture of continuous fiscal improvement where the allocation of resources is examined and adjusted to meet the needs of our students.
Benchmarks What actions will we implement?	3.3.a. Conduct an internal audit to improve current financial policies,³² procedures, and responsibilities 3.3.b. Provide financial training (norms & fluency) for staff who manage budgets and/or allocate district resources

Monitoring and Reporting

- Metrics
 - Implementation - whether planned activities are happening
 - Impact - whether the actions being executed change practice, actions, experience and behaviors
 - Outcome - overall outcomes or long-term student outcomes
- Internal & public-facing dashboards
- Monitoring committee



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Implementation

- Begins upon Board approval
- Staggered implementation - not every strategy will be implemented concurrently/immediately
- Supported by project management and program evaluation

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Implementation Possibilities

August-September Final Planning	September - November Launch	January-April
● Finalize terminology ● Prioritize strategies and benchmarks ● Define metrics ● Evaluation design ● Dashboard design ● Select implementation teams ● Begin training of implementation teams ● Soft launch with leaders	● Launch with all sites and departments ● Communications ● Project plans ● Develop logic models to determine alignment ● Partnership mapping to analyze collaborations ● Identify existing resources including how they are organized ● Develop professional development plan ● Identify how to repurpose resources, and a plan for this (part of the FY28 budget cycle) ● Explicitly state what is being replaced	● Implementation plans finalized ● Explicitly state what is being replaced ● Begin organization of resources for FY 28 ● Collect input ● Open applications for monitoring³⁵ committee ● Identify “quick wins”

Communications Plan

- Early and often!
- Deliberately staggered:
Board > Leaders > Students
> Staff > Families
- Multiple methods, multiple
platforms, multiple
touchpoints
- Marathon, not a sprint

Strategic plan launch (August 2026 - Year 1) Frequent Board Updates throughout the School Year

7/29/26	Pre-launch at Leadership Advance	Booklet, shirts, presentation, prizes + homework for leaders to bring back to their teams
8/18/26	Board approval of plan	Board Action Update to staff and media
8/24/26	Plan is published on website and as a printed booklet	Also add to SPPS.org homepage
8/26/26	Celebration for staff and advisory taskforce	36
Late Aug/Sept	Strategic Plan at staff PD	Share SPPS 2033 presentation at staff welcome events/PD
Late Aug/Sept	Media interviews - Hmong TV, newspapers, Spokesman	
September	Begin video series	Intro video followed by strategy-specific spotlights throughout the year
Fall/Winter	Presentations to community groups	



Questions?



Saint Paul
PUBLIC SCHOOLS

Facilities Portfolio Analysis Update

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Jackie Turner, Executive Chief of Operations

August 5, 2026- Committee of the Board

About the Taskforce

As outlined in the SPPS School Board Resolution

To ensure every student has access to an equitable and high-quality education, SPPS is beginning a **collaborative process to review our district buildings and create a long-term plan** that ensures our facilities are aligned with our academic programs and the number of students we serve.

To ensure every student has access to an equitable and high-quality education, SPPS is beginning a **collaborative process to review our district buildings and create a long-term plan** that ensures our facilities are aligned³⁹ with our academic programs and the number of students we serve.

The **taskforce ensures that diverse perspectives will inform the criteria used for Facilities Portfolio Analysis**. Superintendent Dr. Stacie Stanley will present the final plan to the Board of Education in August 2027. Any changes to the district's facilities will occur after the 2027-28 school year.

Role of Taskforce Members

Members of the Facilities Taskforce will **serve in an advisory role**.

The taskforce **will help create the criteria** that will be used to make these important decisions and provide input to the superintendent and district leadership.

Members will **review and analyze data** from various sources including, but not limited to:

- Community input
- Demographic studies
- Building utilization
- Academic programming
- City geographic overview, etc.

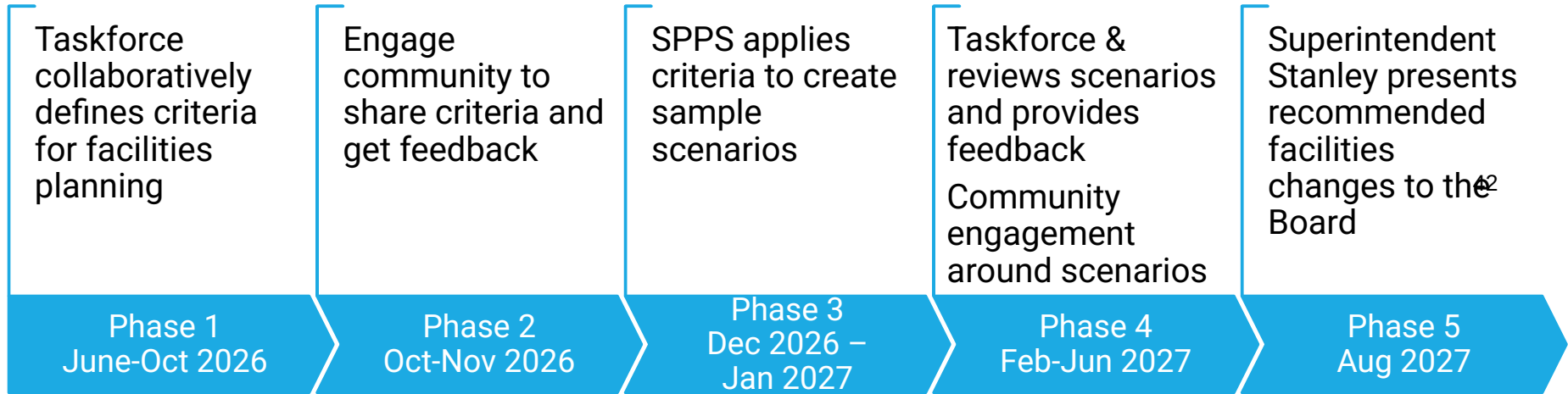
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Taskforce Membership

- 37 Members
 - 10 parents
 - 9 staff
 - 8 students
 - 8 partners
 - 2 BOE members
 - St. Paul Federation of Educators
- Support
 - Wilder Research, Facilitator
 - SPPS Staff, technical support

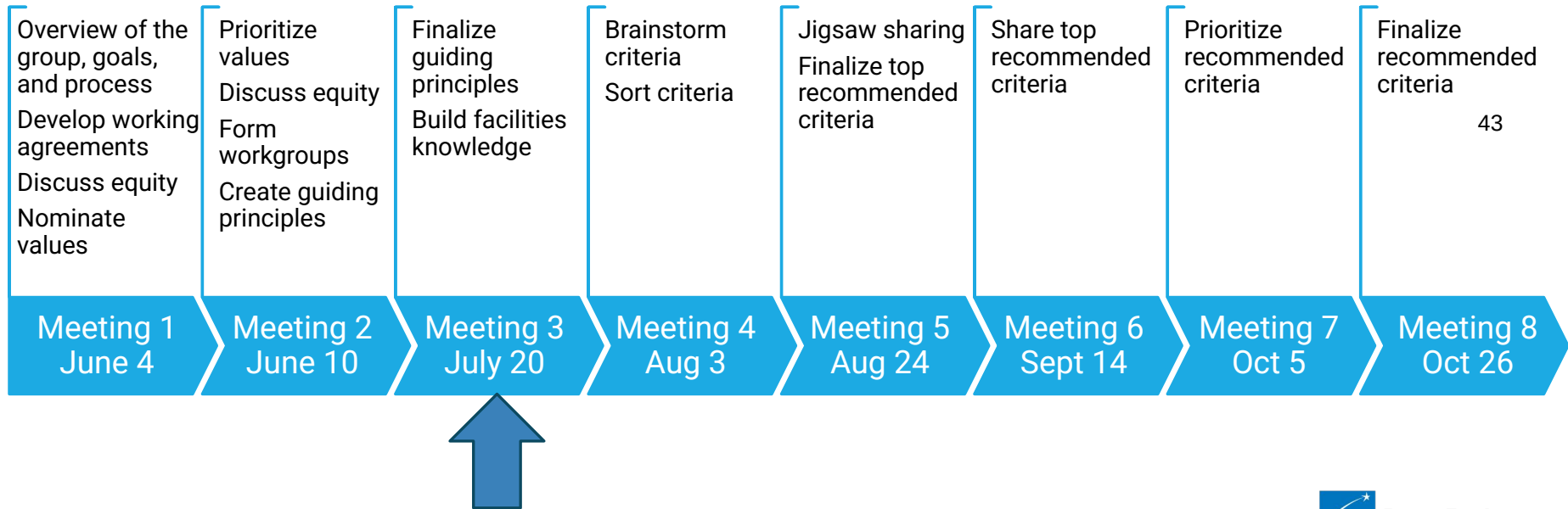
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Taskforce process & timeline



Accordion process: expand to listen widely, compress to analyze deeply, expand to share and gather more feedback.

Planned process: Phase 1





Saint Paul
PUBLIC SCHOOLS

Discussion

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

DATE: August 5, 2026

TOPIC: Phase Gate Approval of the Washington Technology Fire Main Replacement
(Project # 4040-27-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Washington Technology Fire Main Replacement project at the following phase gate(s):
 - a. Gate #4: Contract Award
2. This BAI is being presented at the Committee of the Board meeting instead of the regular meeting because the fire main has failed and undermined paving on the east side of the Washington Technology. This work must be started as soon as possible to support start of school in September.

3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	Not Applicable
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	Not Applicable
#4 – Contract Award	August 5, 2026 (current)
#5.1 – Project Close-Out	September 2026 (anticipated)
#5.2 – Final Project Summary	September 2027 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$277,000	\$0	\$0	0%

5. The following bid was received per the terms of Sourcewell Contract #MN-R2-GC-102825-VERS:

Lump Sum Base Bid

Versacon, Inc.....\$250,389

6. This bid will be reviewed by Purchasing.
7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
LTFM FY27	\$277,000

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Kathryn Wallace, Interim 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 the Washington Technology Fire Main Replacement (Project # 4040-27-01) to Versacon, Inc. for a lump sum base bid of \$250,389.



Saint Paul
PUBLIC SCHOOLS

HMONG Project PD Plan: Year 1

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Committee of the Board Meeting
August 5, 2026

Purpose

To report on the progress of the Board goal to provide professional development on the integration of HMong language, history, culture, and perspectives into content-appropriate instruction and services for all licensed staff.

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Goal #1

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

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Goal, continued

This commitment includes:

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

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Team, Taskforce and Partners

Staff Taskforce	Partner Facilitators
● Bee Her, Counselor ● Mouakong Vue, Social Studies Teacher ● Chong V. Xiong, Coordinator ● Chong Yang, ELA Teacher ● Doua Yang, Bilingual Educational Assistant ● Oulia Yang, Principal	● Office of Multilingual Learning staff ● Office of Teaching & Learning staff ● Office of College and Career Readiness staff ● Special Education leadership staff ● Senior leadership staff

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Content: Part 1

A team of SPPS HMong staff representing a variety of roles will collaborate to create a 45-minute session focused on grounding participants in understanding the HMong American experience. The goal is to provide historical context of how history and heritage has shaped the current culture, specifically those who call St. Paul home.

Perception Grounding	The Hmong Journey	Evolving Realities	Reflection Transition ⁵²
Exploring words, mental images, and initial questions that shape our current view of Hmong students and families in SPPS.	Analyzing historical heritage and evolving cultural identities, focusing on how background factors shape outlooks on current education.	Deconstructing assumptions to align with modern community truths, backed by authentic voices highlighting what families want SPPS to know.	Synthesizing insights to prepare for action. Brainstorming how shifting understanding directly impacts student achievement.

Content: Part 2

A member of the team will meet with the lead of the group receiving the training to co-construct the second part of the session. Reflection, application and purposeful integration into content areas will be the focus.

Guiding Questions:

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Awareness	Inclusivity	Self-Reflection	Application
Whose stories are represented in my curriculum, and whose are missing? How does understanding the Hmong experience of displacement, resilience, and cultural preservation deepen the concepts I teach?	How am I building an environment where HMong students feel seen, valued and academically affirmed?	What assumptions or gaps in my own knowledge of the Hmong community might be shaping my interactions with students and families?	How can I design learning experiences that invite all students to engage with Hmong history as relevant, not just “someone else’s story”?

Licensed Staff Groups

Approximately 3,250 SPPS licensed staff...Counselors, Special Education teachers, Academic Support, Music teachers, Music Therapists, Art Therapists, Audiologists, Psychologists, Occupational Therapists, Physical Therapists, Speech Pathologists, Social Workers, Nurses, Early Childhood Family Education, Secondary teachers, Social Studies/Critical Ethnic Studies, CTE, Elementary (K-5; Sci Prep), Program Managers, Coordinators, Supervisors, Specialists, Librarian/Media Generalists, Adult Education, Pre K teachers, Culture/World Language, Dance/Theatre, Art, English/Language Arts, English Second Language/Latino Consent Decree, Mathematics, Physical Education and/or Health, Science, Parent Education, Principals, Senior Leaders, TOSAs...

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Professional Development Plan: 2026-27

Session Date	Staff Groups	Number of Staff
July 29, 2026	Leadership Advance (Principals/APs, Directors/Asst. Directors, Senior Leaders)	200+
Opening Week: August 31- Sept 4	Pre-K (67) Multilingual Teachers (272) 6-12 Social Studies and Ethnic Studies Teachers (117)	456
Fall Flexible	Counselors (150) Psychologists (41) Speech Language Pathologists (138)	329 55
PD Day: Jan 29, 2027	K-5 Classroom Teachers Language Immersion Teachers	600+
PD Day: May 17, 2027	Specialist Teams: Science, Music, Art, PE, Library	364
TOTAL		1,949 staff 60% of licensed staff

Professional Development Plan: 2027-28

Session Date	Staff Groups Targeted	# Licensed Staff
New Teacher Week	Teachers new to SPPS/groups trained in 2026-27	
Opening Week		
PD Day: September		
PD Day: January	K-5 Special Education teachers	250+ 56
PD Day: May		
2027-28	Total for 2027-28	

Further Reporting: December 2026

Staff Goal 1: Beginning in the 2026-27 school year, the District shall ensure that 25% of all licensed staff complete professional learning focused on the integration of HMong language, history, culture, and perspectives into content-appropriate instruction and services.

Staff Goal 2: Beginning in the 2026-27 school year, the District shall facilitate job-embedded peer support groups for HMong-identifying staff to foster professional community and retention.

Family Goal 1: Beginning in school year 2026-27 and reported annually, the district shall increase a culturally welcoming and affirming environment for HMong parents and guardians through culturally relevant parent engagement as reported in parent engagement surveys and parent participation data.

Family Goal 2: Beginning in school year 2026-27 and reported annually, the district shall increase HMong families' awareness of biliteracy pathways.

Student Goal 1: Beginning in school year 2026-27 and reported annually, the district shall increase and improve academic access and multilingual development outcomes for HMong identifying students in alignment with and comparable to district initiatives and B.I.G.G. goals.

Student Goal 2: Beginning in school year 2026-27 and reported annually, the district shall sustain and increase HMong students' access to biliteracy pathways in all languages through student registration, active participation, and the number of Bilingual Seals awarded.

Questions?

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Career Pathways Update

Committee of the Board Meeting
August 5



Purpose

Overview of Career Pathways
opportunities in SPPS for 2026-27
School Year

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Career Pathways

Each comprehensive high school will offer four **Career Fields** with at least one stackable **Career Pathway** for each field. *Career Fields* allow students to gain foundational career knowledge and skills.

- Career Pathways must be in high wage and in-demand areas
- Students may find out that the career pathway is not for them and switch pathways
- Work-Based Learning Coordinators



[Career Pathways Courses by School](#)

Education Pathway

SPPS Education Pathway Courses (offered at all high schools)

- **Foundational:** Exploring Education & Social Justice
- **Concurrent Enrollment:**
 - Minneapolis College
 - Introduction to Urban Education
 - Multicultural Approaches to Education
 - University of Minnesota
 - Exploring the Teaching Profession 1 & 2

2025-26 School Year

- 449 students participated in an Education Pathway course
 - 243 students enrolled in a concurrent enrollment course (90% students of color)
 - 68 high school students completed a paid internship in an SPPS elementary or middle school
 - 2 students earned Future Educator scholarships

2026-27 School Year

- Similar enrollment expected for the 2026-27 school year

Partnership Highlight: Black Men Teach

- Cohorts at: Como Park, Central, Johnson



Medical Pathways

Certified Nursing Assistant (CNA)

Pathway Courses

- **Foundational:** Introductory courses at home schools
- **Concurrent Enrollment (Fall & Spring Semesters):**
 - St. Catherine University (5 credits)

2025-26 School Year

- 46 students completed the districtwide CNA course
 - Nearly 100% passed the state CNA exam

2026-27 School Year

- 83 seniors and 48 juniors have requested the course
- Capacity is 48 students (for the school year)

Partnership Highlight: St. Kate's

- End-of-year celebration, including opportunities to meet with employers



Medical Pathways

Emergency Medical Technician (EMT)

EMT Pathway Courses:

- **Foundational:** Introductory courses at home schools
- **Concurrent Enrollment (Spring semester only):**
 - Century College (9 credits)

2025-26 School Year

- Nine students completed the districtwide EMT course
 - Five students (so far) have passed the national registry

2026-27 School Year

- 29 students have requested the course
- Capacity is 15 students

Partnership Highlight: Saint Paul Fire & Century College

- End-of-year celebration at St. Paul Fire Station 7 with SPFD, City of St. Paul & Century College officials





Medical Pathways

Emergency Medical Response (EMR)

EMR Pathway Course:

- **Foundational:** Introductory courses at home schools, including EMR prep at 4 high schools
- **Concurrent Enrollment (Fall & Spring Semesters):**
 - Century College (3 credits)

2025-26 School Year: Course did not exist

2026-27 School Year:

- 51 students have requested the course
- Course requests likely to increase based on high demand for other district wide medical offerings

Partnership Highlight: EMR will be taught by SPFD instructors, with credits offered through Century College and prepare students for the EMT course or other opportunities.



Automotive Service Technician Pathway

Pathway Courses

- **Foundational:** Auto classes offered at Central & Harding
- **Districtwide courses** allow students access from any school, including opportunity for advanced training
- Students have access to a [state-of-the-art shop with 14 bays](#)

2025-26 School Year:

- 77 students enrolled in Auto 1, 2, or 3
- Students have the opportunity to become Automotive Service Excellence (ASE) certified

2026-27 School Year:

- Over 200 students have requested enrollment for Auto 1, 2, or 3



Trades Pathways

Finishing Trades: Hands-on 80% of course

- Drywall, industrial painting, etc.
- Finishing Trades of the Upper Midwest

Operating Engineers Pathway

- Students can earn up to 15 articulated college credits through North Hennepin Community College
- Students can earn up to 55 hours toward their apprenticeship

2025-26 School Year

First in-person operating engineers program in the metro area

- Hands-on sandbox opened spring 2026
- 15 students enrolled, 12 passed Ramsay Test (eligible for private sector employment)
- *NEW* for seniors: Heavy machine operation

2026-27 School Year

- 26 students interested (waiting list)

Partner Highlight: Local 49 Union, St. Paul Port Authority, MN Virtual Academy, [private sector partners](#)



Summer Internship Support

Since 2021, our partnership with Right Track and SPPS Work-Based Learning Coordinators has empowered over 800 students to complete paid work experiences with more than 100 employers.

- This spring, 120 students completed internships with 32 partner employers!

Summer Support

- 19 students are gaining work experience with 3M STEP this summer
- 21 students are completing summer training with Genesys Works



SPPS juniors are gaining work experience through Right Track at 3M this summer!

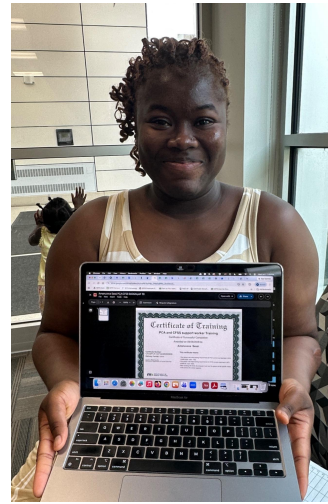
Industry Certifications

- Certified Nursing Assistant (CNA)
- Emergency Medical Technician (EMT)
- Basic Life Support (BLS)
- CPR/First Aid/Automated External Defibrillator (AED)
- Certified Medical Administrative Assistant
- PCA/Community First Services & Supports (CFSS)
- 14 OSHA certifications
- Microsoft Word, PowerPoint, Excel, and Office Specialist
- Entrepreneurship & Small Business
- FAA Unmanned Aircraft General (Drone Pilot)
- Para Educator

New certifications this summer!

- **Generative AI**
- **JAVA**
- **Python**
- **Cybersecurity**

Over 300
credentials
earned this
year!



Earn as You Learn

Become work ready by completing certifications that provide in-demand skills for future careers! Earn any two industry-recognized certifications, take financial literacy modules and receive a \$100 stipend.

Certificates include:

- Microsoft (Word, PowerPoint and/or Excel)
- Occupational Safety and Health Administration (OSHA)
- Personal Care Assistance (PCA) and Community First Services & Supports (CFSS)
- CPR/First Aid/AED
- And many more!

Time commitment: ~20-30 hours

Scan QR: 

Or use link: bit.ly/4H9ASu

For more information:
See the Work-Based Learning teacher at your school, or email EarnAsYouLearn@spps.org



Summer Highlights

Safe Summer Nights

- Six community events at local rec centers: Griggs, Duluth & Case, Jimmy Lee, Palace, Northwest Como & Dayton's Bluff
- 100+ community connections

Joe Flynn Photography

Highland Park student athletes launched sports photography business, finish 2nd at national competition

Summer Garden Agriculture Interns at Highland Park & Humboldt (June 26-Aug 14)

Students gain work skills/job experiences (18 hrs/wk), grow produce to be used in school cafeteria, distribute produce to free local farmers markets and promote urban gardening



Schedule for 2026-27 (Fall/Spring)

Course	Semester 1	Semester 2
Education Pathway	• Courses in home high schools • Education Pathway Internship	• Courses in home high schools • Education Pathway Internship
Medical Pathways Medical Class Comparison	• Courses in home high schools • Districtwide: EMR, CNA	• Courses in home high schools • EMT, EMR, CNA
Automotive	• Auto 1 & 2 (Harding & Central) • Districtwide Auto 1, 2, & 3	• Auto 1 & 2 (Central & Harding) • Districtwide Auto 1, 2, & 3
Trades	• Finishing Trades Institute (FTI) • Operating Engineers Pathway (Exploration, Construction Math)	• Finishing Trades Institute (FTI) • Operating Engineers Pathway (Equipment Fundamentals, Equipment Maintenance)
Internships	Potential Generation Next Internship	Spring Internships
Certifications	Ongoing	Ongoing

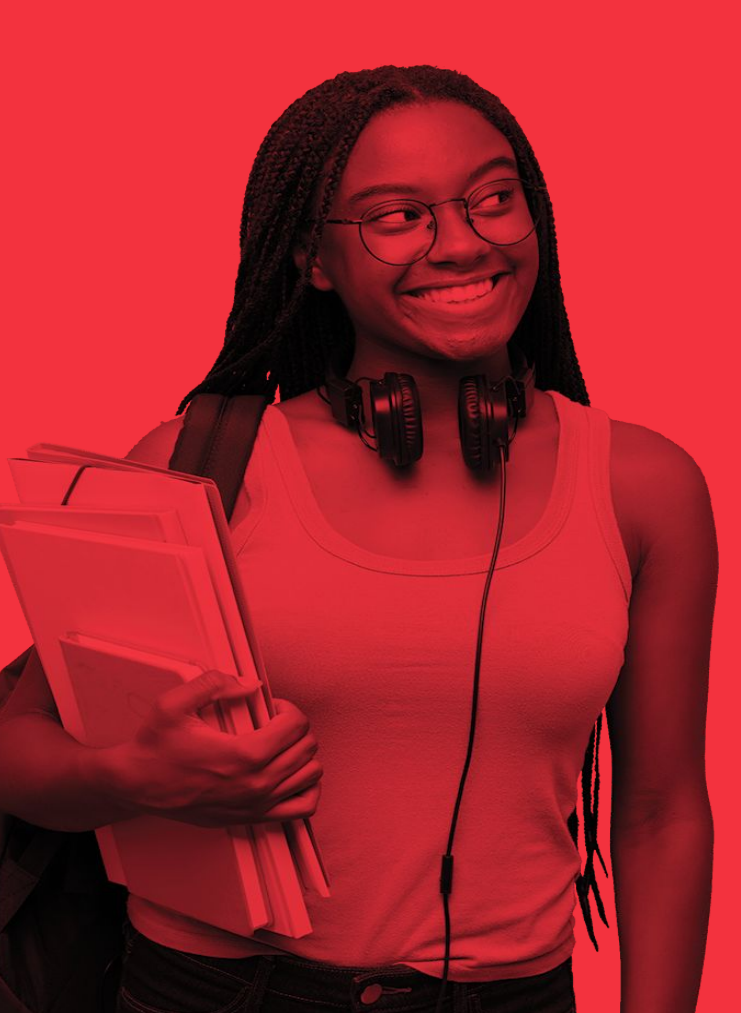
71

Restorative Practices

- Expand on existing Student Leadership Groups
- Connect to current Education Pathway
- Explore connection to Strategic Plan: Discipline and Belonging
- Explore existing programs internal and external
- Community Partners
 - Legal Rights Center
 - Post Secondary Institutions

Common Circle Guidelines





Questions?

73

Follow us!

 SPPS.org/CareerPathways

 [SPPSCareerPathways](https://www.instagram.com/SPPSCareerPathways)



Saint Paul
PUBLIC SCHOOLS

Financial Literacy

Committee of the Board Meeting
August 5, 2026

Purpose

To report on the status of Personal Finance Academic Standards in our PreK-12 curriculum focusing on:

- MDE Personal Finance Academic Standards Overview
- SPPS Current and Projected Implementation
- Personal Finance Standards and Integration within Mathematics, Social Studies, Advisory, Enrichment
- B.I.G.G. BOE Progress Report June 23, 2026
- Questions

75

Personal Finance Academic Standards

"Apply economic concepts and models to develop individual and collective financial goals and strategies for achieving these goals, taking into consideration historical and contemporary conditions that either inhibit or advance the creation of individual and generational wealth."

K-12 Progression and Key Benchmarks

76

- **Kindergarten:** Distinguish between individual needs (survival) and individual wants (happiness).
- **Elementary (Grades 1-5):** Understand foundational trade, simple financial choices, and basic scarcity.
- **Middle School (Grades 6-8):** Evaluate how personal choices, career paths, and earning potential directly influence individual financial outcomes.
- **High School (Grades 9-12):** Analyze systemic structures, wealth accumulation, and wealth inequality across generations while building complex financial strategies.

2024 Minnesota Personal Finance Education Statewide Guidance

Focus Areas

Focus Area One: Financial Psychology	Focus Area Two: Earning and Income	Focus Area Three: Financial Systems	Focus Area Four: Credit and Debt Management	Focus Area Five: Risk Management	Focus Area Six: Budgeting and Investing
• Focus Area One: Financial Psychology • Students are able to identify how unconscious beliefs influence financial decision making. • Students are able to make critical choices about sources of financial information to use based on perspective, biases, credibility, and relevance. • Students are able to evaluate how various sources of information affect financial decisions. • Students are able to analyze how advertising and promotions influence spending. • Students are able to evaluate how behavioral bias affects decision making, and strategies individuals use to navigate the emotions impacting financial decisions. • Students are able to analyze how social media is used to influence behavior. • Students are able to use a systematic process for making financial decisions. • Students are able to set financial goals.	• Focus Area Two: Earning and Income • Students are able to make informed decisions concerning their post-high school plans. • Students are able to evaluate multiple employment offers, including both tangible and intangible benefits based on personal goals and values. • Students are able to explain the components of a paystub. • Students are able to identify alternative types of income.	• Students are able to identify and describe various types of financial institutions. • Students can compare and contrast financial products and services. • Students can critically evaluate the offerings of alternative financial services. • Students are able to identify and explain types of taxes, and explain the reasons for taxation at the local, state, and federal levels, and the impact of taxation on financial decision making. • Students can identify various financial professionals and their services.	• Students are able to analyze the costs and benefits of various types of credit. • Students are able to evaluate the various sources and types of consumer debt. • Students are able to summarize how one's credit history can affect finances, including loan eligibility and terms. • Students are able to summarize the reasons for filing for personal bankruptcy and evaluate the implications for self and others.	• Students are able to describe how insurance and other risk-management strategies protect against financial loss. • Students are able to compare and contrast how insurance needs vary among individuals, families, and seasons of life. • Students are able to analyze methods to prevent and limit the consequences of identity theft and fraud. • Students are able to analyze how local, state and federal laws and regulations affect consumers. • Students are able to evaluate how and why individuals choose to accept risk, reduce risk, or transfer risk to others.	• Students are able to identify short and long-term financial goals and develop a spending plan and/or budget. • Students are able to analyze how changes in taxation, inflation, and other external circumstances can affect personal budget. • Students are able to apply formal decision-making models to make financial decisions. • Students are able to determine practices that allow individuals and families to strive for financial security. • Students are able to compare the features of various savings vehicles and interest rates offered by financial institutions. • Students are able to identify types of investments appropriate for different objectives, such as liquidity, income, growth, and risk.

Implementation - Personal Finance Academic Standards

- 2022**
 - Financial Literacy independent dimension/anchor standard benchmark across all grades
 - K-12 Academic Standards in Mathematics
- 2023**
 - Legislative Session: Personal Finance Graduation Requirement by 2028
 - Board of Education Updated 510.00.03 Graduation Requirements
- 2024**
 - Personal Finance Community Workgroup
 - Office of Teaching and Learning Board of Education Report: Financial Literacy
 - Curriculum Research and Development
- 2024-25**
 - Personal Finance Pilot
 - Board of Education B.I.G.G. Student Outcomes Goal
- 2025-26**
 - Personal Finance Grade 10 (Math, Social Studies, Agriculture, Business, and FACS)
- 2026**
 - 2021 K-12 Academic Standards in Social Studies implementation
 - Continued Professional Development and Implementation
- 2026-27**
 - AP Business with Personal Finance Academic Standards

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Financial Literacy Embedded within Mathematic Academic Standards

Grades K-2

- **Money Basics:** Identifying coins and finding their values.

Grades 3-5

- **Financial Literacy:** Making change; setting short- and long-term saving/spending goals; managing income, spending, saving, credit, and charitable giving; comparing payment methods (checks, cards, electronic) and managing debt and budgets

Grade 6

- **The Number System & Rational Numbers:** Locating positive and negative rational numbers on number lines and coordinate grids; ordering and comparing using inequalities ($\$, >, =\$$); understanding absolute value as magnitude and distance from zero; applying signed numbers to real-world contexts (temperature, elevation, debits/credits, electric charge).
- **Data, Statistics & Variability:** Designing and conducting statistical investigations while honoring cultural perspectives; calculating and interpreting measures of center (mean, median) and variability (range, IQR, MAD); summarizing distributions using center and spread.

Grade 7

- **Financial Literacy & Percent Math:** Calculating tax, tips, discounts, simple interest, and percent change; building event budgets using signed numbers.

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Financial Literacy Embedded within Mathematic Standards

Grade 8

- **Loans, Interest & Pay:** Comparing simple vs. compound interest, analyzing total credit card/loan payback costs, and evaluating different job pay structures (salary, hourly, piecework).
- **Formulas & Sequences:** Isolating variables in complex formulas and building recursive sequences ($t(n) = r \cdot t(n-1)$) to model exponential growth ($y = a \cdot b^x$).
- **Geometric Design & Optimization:** Using area, volume, and quadratic/linear models to design structures and minimize material costs (e.g., paint, flooring).
- **Estimation & Check:** Applying order of operations to stacked discounts/taxes and verifying if solutions are realistic in context. 80

Grades 9-12

- **Loans & Debt Payoff:** Using spreadsheets to calculate monthly payments, total interest, payoff timelines, and how interest rate changes affect overall debt cost.
- **Compound Interest & Growth:** Modeling interest compounding n times per year using recursive formulas and geometric sequences.
- **Retirement & Wealth:** Comparing pretax vs. post-tax retirement accounts, calculating employer matches, and understanding compound growth over time.
- **Personal Finance 10-12**
AP Business with Personal Finance

Upcoming: Personal Finance Embedded within Social Studies Standards

Kindergarten

- Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy).

Grade 2

- Given a goal and several alternative choices to reach that goal, select the best choice and explain why.

Grade 3

- Identify possible short-term and long-term consequences of different choices, while highlighting that not all individuals have access to the same choices.

Grade 5

- Apply a decision-making process to identify alternative options available to decision-makers in a historical setting, the decision that was made and the opportunity cost of the decision.

Grade 6

- Describe various types of income. Explain the role that the development of human capital plays in determining one's income. Create a budget based on a given monthly income.

Grade 7

- Apply reasoned decision-making techniques, using 81 primary sources. Explain why different groups across different cultures and communities may prioritize different values when faced with the same alternatives.

Grades 9-12

- Analyze how individual or household income is determined by a variety of individual and social factors.

Additional SPPS Financial Literacy Experiences

Pre-Kindergarten

Deposit Day Savings Accounts

Grade 5

Career Exploration

Money Management Skills

BizTown Citizenship

BizTown Economy

Volunteer Partnership

Grade 8

Personal money management skills

Personal finance knowledge

Financial decisions and challenges in their lives

Careers and paths to career opportunities

82

Foundations, Quarter 3

Income

Identifying Opportunity Cost

Debit and Credit

Importance of a Credit Score

Saving, Investing and Risk Management

Setting Financial Goals

Budgeting

Personal Finance

Board of Education Board Initiated Goals Governance

Student Outcomes Goal

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

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June 23, 2026 Report to Board of Education

The percentage of students receiving a passing grade in Personal Finance quarters 1-3 is **81%**; **6%** points over the goal.



Saint Paul
PUBLIC SCHOOLS

Questions?



Saint Paul
PUBLIC SCHOOLS

Policy Update

Committee of the Board Meeting
August 5, 2026



Saint Paul
PUBLIC SCHOOLS

- Policy 518.00 - Do Not Resuscitate / Do Not Intubate
- Policy 611.00 - Parent Guardian Conferences
- Policy 615.00 - Family Engagement
- Policy 702.02 - Imprest Cash Accounts
- Policy 719.00 - Food Service
- Policy 719.01 - Cafeteria Responsibilities Policy
- Policy 802.00 – Buildings and Grounds Management
- Policy 802.02 – Petitions for Consent for Rezoning
- Policy 816.00 – Environmental Health and Safety



NEW: Policy 518.00 Do Not Resuscitate/Do Not Intubate (DNR-DNI) Orders

Committee of the Board

August 5, 2026

Becky Schmidt, Director of Health and Wellness

Background

SPPS has previously had no policy in place.

Surrounding districts with Do Not Resuscitate/Do Not Intubate Policies:

- [Anoka Hennepin Schools](#)
- [Bloomington Public Schools](#)
- [Minnetonka Public Schools](#)
- [Minneapolis Public Schools](#)
- [School District 622: North St. Paul/Maplewood/Oakdale](#)
- [South Washington County Schools](#)
- [Spring Lake Park Schools](#)
- [Stillwater Area Public Schools](#)
- [Wayzata Public Schools](#)

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DRAFT Policy 518.00 DNR/DNI ORDERS

No Current
Policy

Policy Changes

I. PURPOSE

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted⁸⁹ with requests to withhold emergency care of a student in the event of a life threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

Policy 518.00 DNR/DNI ORDERS

Policy Changes

II. GENERAL STATEMENT OF POLICY

A. The primary mission of the school district is education. DNR-DNI orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel. 90

B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.

Policy 518.00 DNR/DNI ORDERS

Policy Changes

- C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.
- D. The parent/guardian will be notified of the emergency as soon as possible. 91
- E. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.
- F. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI orders, shall be advised of and shall be given a copy of this policy.

Questions?

92

Recommended Action

- Request the presentation of the proposed new Policy 518.00 - Do Not Resuscitate/Do Not Intubate (DNR-DNI) Orders at the August 5, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process;
- That the review of this policy at the August 18, 2026 Board of Education meeting will be considered the Second Reading.



Saint Paul
PUBLIC SCHOOLS

Policy 611.00 - Parent Guardian Conferences

Committee of the Board Meeting
August 5, 2026

Dr. Kirk Morris, Assistant Superintendent

611.00 – Parent/Guardian Conferences: Communication

Current Policy:

- Last revised in 2008
- Transitioned to new policy format

Policy Changes

Policy Purpose (added): The purpose of this policy is to cultivate deep, authentic, and inclusive partnerships between families and schools/programs by establishing standardized, two-way communication practices. Recognizing that proactive and accessible engagement is vital to student success and well-being, this policy outlines the framework for mandatory bi-annual conferences, regular academic updates, and collaborative communication plans. By ensuring that all outreach is culturally responsive and linguistically accessible, this policy aims to eliminate communication barriers and guarantee that every parent and guardian is empowered as an active, valued participant in their student's educational journey.

95

611.00 – Parent/Guardian Conferences: Communication

General Statement (updated language). The District values families as essential partners in student learning and is committed to fostering equitable, transparent, and respectful relationships with families across all schools and programs. Strong partnerships between families, educators, and staff help create the conditions for students to thrive academically, socially, and emotionally. To support these partnerships, schools will establish consistent and welcoming communication practices that encourage meaningful family engagement and ensure families have access to timely, relevant information about their child's educational experience.

611.00 – Parent/Guardian Conferences: Communication

III. Implementation

- A. Principals, teachers, and other school personnel shall ~~take steps to assure adequate and equitable communications with all parents/guardians. Such steps may include use of interpreters and/or translated documents where effective in communicating with parents/guardians with limited English language proficiency.~~ ensure consistent, equitable, and effective communication with all parents/guardians. These efforts may include the use of interpreters and/or translated documents.
- B. Parent/guardian-teacher conferences shall be conducted in each school in the ~~spring and fall~~ fall and spring of each school year. In addition, staff shall provide ongoing updates to parents/guardians regarding student progress throughout the school year.

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611.00 – Parent/Guardian Conferences: Communication

C. Principals shall ensure that school staff communicates with each student's parent/guardian to ~~update the parent/guardian on instruction, roles, and student progress.~~ provide updates on instruction, roles, and student progress. ~~School staff shall provide these updates at least once in the fall and once in the spring of every school year.~~ These updates shall be provided at least once in the fall and once in the spring each school year. ~~Parents/guardians may request additional meetings to discuss academics or behavior concerns.~~

98

D. Principals shall ~~develop school-family communication plans/programs with~~ ensure the development and distribution of monthly school-family newsletters that communicate the school plans, programs, and relevant updates to staff and parents/guardians.

Questions?

99

Recommended Action

- Request the presentation of the proposed updates to Policy 611.00 - Parent/Guardian Conferences: Communication at the August 5, 2026 Committee of the Board meeting be considered the First Reading; 100
- and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on August 18, 2026, as no substantive changes have been made.



Saint Paul
PUBLIC SCHOOLS

Policy 615.00 - Family Engagement

Committee of the Board Meeting
August 5, 2026

Dr. Yeu Vang, Assistant Superintendent

615.00 - Family Involvement

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format
- Terms have been updated to reflect current usage of concepts and initiatives.

Policy Changes

Policy Purpose (added): The Family Involvement Policy (Policy 615.00) Each school or program site will ~~collaborate~~ partner with its community of families to foster meaningful ~~family involvement~~ school-family engagement in the education of their children. To support the unique needs of every household, each site will implement a flexible, developmentally appropriate approaches designed to ~~meet~~ ¹⁰² engage families in culturally-relevant ways.

615.00 - Family Involvement

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format, however, it does not change the meaning and intent of the policy.

Policy Changes

1. General Statement (added): The Family Involvement Policy (Policy 615.00) The ultimate goal of these ongoing efforts is to cultivate authentic family participation across all school and program activities. School-family engagement will be thoughtfully integrated¹⁰³ throughout district-wide operations, ensuring families are active partners in developing and evaluating district, school, and program improvement plans.

615.00 - Family Involvement

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format
- This title reflects the current practices, share-responsibility, purpose and expectations between schools and families.

Policy Changes

- Added a provision in 615.00: Change the name of the policy from Family Involvement to 'School-Family Engagement'.

104

615.00 - Family Involvement

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format

Policy Changes

Added a provision in 615.00: Expectations

Each school or program shall collaborate with families to ensure family involvement school-family engagement in the education of their children.

- Share responsibility for high expectations and student performance.
- Build the involvement capacity of school, program staff and families.
- Increase access and engagement of *all* families with children.

105

Recommendation

- Request the review of Policy 615.00: Family Involvement August 5, 2026 Committee of the Board meeting be considered the First Reading.
- Per Policy 209.00, we are requesting approval through the consent agenda, as no substantive changes have been made.

106

Questions?

107



Saint Paul
PUBLIC SCHOOLS

Policy 702.02 - Imprest Cash Accounts

Committee of the Board Meeting
August 5, 2026

Daniel Moser, Executive Director of Financial Services

Policy 702.02 Imprest Cash Accounts

Current Policy:

1. Last revised 2008.

Policy Changes

1. Added a Policy Purpose - The Imprest Cash Account is a fixed-balance fund for small routine expenses that ensures accountability and transparency through documented reimbursement.
2. Added a General Statement of Policy - Imprest Cash Accounts are managed by authorized custodians for minor purchases and cash transactions under established financial controls.

109

Policy 702.02 Imprest Cash Accounts

Questions?

110

Action Requested

- Request the review of Policy 702.02: Imprest Cash Accounts at the August 5, 2026 Committee of the Board meeting be considered the First Reading of the three reading process;
- and Per Policy 209.00, approval be through the consent agenda at the Regular Meeting of the Board on August 18, 2026, as no substantial changes have been made to the policy.

111



Saint Paul
PUBLIC SCHOOLS

Policy 719.00 – Food Service

Committee of the Board
August 5, 2026

Stacy Koppen, Director, Nutrition Services

719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format

Policy Changes

1. Policy Purpose (added): The purpose of this policy is to establish the District's commitment to providing equitable access to nutritious meals, supporting student health and learning, and ensuring compliance with all applicable state and federal laws regarding child nutrition programs.

113

719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format

Policy Changes

1. General Statement (added): The District recognizes that proper nutrition is essential to student learning and development and strives to ensure that all meal programs are accessible, inclusive, and administered with dignity.

114

719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format and revised statements

Policy Changes

1. Implementation (revised):

(Original statement) 1. The District shall take part, as feasible, in the National School Lunch and other food programs which may become available

115

(Revised to) A. The District shall operate a food and nutrition services program designed to support student well-being, academic success, and equitable access to healthy meals.

719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format and revised statements

Policy Changes

1. **Implementation (added):** B. The District may participate, as feasible, in the National School Lunch Program, the School Breakfast Program, and other federal or state food and nutrition programs for which it is eligible.

116

719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format and revised statements

Policy Changes

1. Implementation (revised):

(Original statement) 2. The Superintendent shall establish rules, regulations and procedures regarding participation in programs for free and reduced-price meals and supplementary food.

117

(Revised to) C. The Superintendent or designee shall establish and implement administrative regulations, procedures, and operational guidelines necessary to administer food and nutrition programs.

719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format

Policy Changes

1. Implementation (revised for formatting):

(Original statement) 3. The anonymity of children receiving free or reduced-price meals shall be assured and no child will be discriminated against because of race, color or national origin.

118

(Revised to) D. The anonymity of children receiving free or reduced-price meals shall be assured and no child will be discriminated against because of race, color or national origin.

719.00 – Food Service

Current Policy:

Current Policy:

- Last revised in 2008
- Transitioned to new policy format

Policy Changes

Legal References (added):

- 7 C.F.R. Part 245 (Determining Eligibility for Free and Reduced-price Meals and Free Milk in Schools)
- 42 U.S.C. § 1758 (Program Requirements) 119
- Minn. Stat. § 124D.1115 (Free and Reduced-price School Meals Program Data Sharing)

719.00 – Food Service

Questions?

120

Recommended Action

- Request the presentation of the proposed updates to Policy 719.00 – Food Service at the August 5, 2026 Committee of the Board meeting be considered the First Reading;
- and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on August 18, 2026, as no substantive changes have been made.

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Saint Paul
PUBLIC SCHOOLS

Policy 719.01 – Cafeteria Responsibilities

Committee of the Board
August 5, 2026

Stacy Koppen, Director, Nutrition Services

719.01 – Cafeteria Responsibilities

Current Policy:

Current Policy:

- Adopted in 2008
- Transitioned to new policy format

Policy Changes

1. Policy Purpose (added): The purpose of this policy is to establish clear administrative responsibility for the safe, orderly, and effective operation of school cafeterias and to support meal service schedules that promote student health, well-being, and access to school nutrition programs.

123

719.01 – Cafeteria Responsibilities

Current Policy:

Current Policy:

- Adopted in 2008
- Transitioned to new policy format

Policy Changes

1. General Statement (added): The District shall establish meal service schedules that provide students with reasonable and adequate time to eat, consistent with best practices and applicable federal and state requirements. The District will also ensure that cafeterias are appropriately staffed, supervised, and maintained to promote cleanliness, safety, and efficiency. ¹²⁴

719.01 – Cafeteria Responsibilities

Current Policy:

Current Policy:

- Adopted in 2008
- Transitioned to new policy format and revised statements

Policy Changes

1. Implementation (revised):

(Original statement) 1. The principal of each school shall establish the breakfast and lunch schedule consistent with recommendations issued by the United States Department of Agriculture's Food and Nutrition Service. The school's schedule shall provide reasonable and adequate time for breakfast and lunch.¹²⁵

(Revised to) A. The principal of each school shall establish the breakfast and lunch schedule consistent with **applicable federal and state requirements and** recommendations issued by the United States Department of Agriculture's Food and Nutrition Service **related to school nutrition programs**. The school's schedule shall provide reasonable and adequate time for breakfast and lunch.

719.01 – Cafeteria Responsibilities

Current Policy:

Current Policy:

- Adopted in 2008
- Transitioned to new policy format and revised statements

Policy Changes

1. Implementation (revised):

(Original statement) 2. The principal shall assign and train members of the school's staff to serve as lunchroom supervisors; the supervisors shall ensure that the cafeteria is kept clean and orderly throughout the times allotted for breakfast and lunch. 126

(Revised to) B. The principal shall be responsible for ensuring that the cafeteria is supervised during meal periods ~~assign and train members of the school's staff to serve as lunchroom supervisors; the supervisors shall ensure that the cafeteria is kept clean and orderly throughout the times allotted for breakfast and lunch.~~

719.01 – Cafeteria Responsibilities

Current Policy:

Current Policy:

- Adopted in 2008
- Transitioned to new policy format and revised statements

Policy Changes

1. Implementation (revised):

(Original statement) 3. The Superintendent shall publish and periodically revise procedures to guide principals, school-assigned lunchroom supervisors, and Nutrition Services' staff.

127

(Revised to) C. The Superintendent **or designee** shall **develop**, publish and periodically revise procedures to guide principals, school-assigned lunchroom supervisors, **Facilities' staff**, and Nutrition Services' staff.

719.01 – Cafeteria Responsibilities

Current Policy:

Current Policy:

- Adopted in 2008
- Transitioned to new policy format

Policy Changes

Legal References (added):

- 7 C.F.R. Part 210 (National School Lunch Program)
- 7 C.F.R. Part 220 (School Breakfast Program)
- Minn. Stat. § 124D.111, subd. ¹²⁸3(c) (School Food Service Fund)

719.01 – Cafeteria Responsibilities

Current Policy:

Current Policy:

- Adopted in 2008
- Transitioned to new policy format and updated references

Policy Changes

Cross References (revised):

- Centers for Disease Control and Prevention: School Meals
- Centers for Disease Control and Prevention: Time for Lunch
- ~~○ USDA Food and Nutrition Services: Healthy Schools~~

129

719.01 – Cafeteria Responsibilities

Questions?

130

Recommended Action

- Request the presentation of the proposed updates to Policy 719.01 – Cafeteria Responsibilities at the August 5, 2026 Committee of the Board meeting be considered the First Reading;
- and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on August 18, 2026, as no substantive changes have been made.

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Facilities Policies



Saint Paul
PUBLIC SCHOOLS

802.00 Building and Grounds Management

802.02 Petitions for Consent for Rezoning

816.00 Environmental Health & Safety



Policy 802.00 – Buildings and Grounds Management

Committee of the Board Meeting
August 5, 2026

Kathy Wallace, Director of Facilities

802.00 Buildings and Grounds Management

Current Policy:

Last revised 2008

BUILDINGS AND GROUNDS MANAGEMENT

Building and grounds maintenance, remodeling and physical improvement are the responsibility of the Office of Plant Planning and Maintenance. Such work shall be performed only by qualified individuals or groups with prior written approval by the Chief of Operations or designee.

Policy Changes:

I. POLICY PURPOSE

The purpose of this policy is to establish clear accountability for the planning, maintenance and improvement of District facilities. Facility-related activities must align with and support the District's strategic priorities.

II. GENERAL STATEMENT OF POLICY

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- A. **Oversight:** The District's Facility Department is responsible for all actions related to maintenance, remodeling, and physical improvements of Buildings and Grounds.
- B. **Strategic Alignment:** Proposed improvements must demonstrate a contribution to the goals outlined in the District's Strategic Plan.
- C. **Authorization & Execution:** Work shall be performed **exclusively** by qualified personnel or groups, with prior written approval from the Executive Chief of Operations or their authorized designee.

802.00 Building and Grounds Management

Current Policy:

Last revised 2008

BUILDINGS AND GROUNDS MANAGEMENT

Building and grounds maintenance, remodeling and physical improvement are the responsibility of the Office of Plant Planning and Maintenance. Such work shall be performed only by qualified individuals or groups with prior written approval by the Chief of Operations or designee.

III. DEFINITIONS

- A. **“Maintenance”** means the active, technical upkeep of a building's property, infrastructure and systems - including grounds, physical structure, and mechanical or electrical equipment - to ensure safety, efficiency, and longevity.
- B. **“Physical improvements”** means the permanent, material additions or alterations to real property that increase its value, utility, or aesthetic appeal. These upgrades go beyond routine maintenance or repairs, involving structural enhancements, remodeling, or new construction. 135
- C. **“Planning”** means the strategic process of designing, locating, and managing physical workspaces—including buildings, equipment, and systems—to align with an organization's long-term business goals, maximize efficiency, and support future growth.
- D. **“Remodeling”** means the process of altering the structure, layout, or function of an existing building or room.

Questions?

136

Recommended Action

- Request the presentation of the proposed updates to Policy 802.00 – Building and Grounds Management at the August 5, 2026 Committee of the Board meeting be considered the First Reading;
- and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on August 18, 2026, as no substantive changes have been made.

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Saint Paul
PUBLIC SCHOOLS

Policy 802.02 – Petitions for Consent for Rezoning

Committee of the Board Meeting
August 5, 2026

Kathy Wallace, Director of Facilities

802.02 Petitions for Consent for Rezoning

Current Policy:

Last revised in 2008

PETITIONS FOR CONSENT FOR REZONING

1. When the School District is petitioned for Consent of Adjoining Property Owners to Rezoning, the Board shall review the proposed rezoning to determine if the School District is adversely affected. The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning.
2. If the Board determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form with a disclaimer indicating that the Board neither supports nor disapproves the proposed rezoning. If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form.

Policy Changes:

I. POLICY PURPOSE

The Board of Education recognizes that land-use decisions in the community directly impact the safety, environment, and operational integrity of school sites. The purpose of this policy is to guide the District's review of proposed changes in land use zoning adjacent to school sites.

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II. GENERAL STATEMENT OF POLICY

A. Evaluation Criteria When notified of a proposed rezoning or land-use change, the District shall evaluate the proposal based on its potential impact on:

1. **Student Safety:** Changes in traffic patterns, pedestrian crossings, or increased high-density transit.
2. **Environmental Health:** Potential increases in noise, light pollution, air quality issues, or hazardous material usage.

802.02 Petitions for Consent for Rezoning

Current Policy:

Last revised in 2008

PETITIONS FOR CONSENT FOR REZONING

1. When the School District is petitioned for Consent of Adjoining Property Owners to Rezoning, the Board shall review the proposed rezoning to determine if the School District is adversely affected. The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning.

2. If the Board determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form with a disclaimer indicating that the Board neither supports nor disapproves the proposed rezoning. If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form.

Policy Changes:

3. Operational Integrity: Encroachment on school boundaries, privacy of playgrounds/classrooms, or interference with future expansion plans.

B. Petitions for Consent. ~~When~~ **If** the District is petitioned for "Consent of Adjoining Property Owners to Rezoning, the Board **or designee** shall review the proposed rezoning to determine if the School District is adversely affected.

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1. Petitioner Responsibility: The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning. **The proposer shall also provide a detailed site plan and traffic impact study (if applicable).**

802.02 Petitions for Consent for Rezoning

Current Policy:

Last revised in 2008

PETITIONS FOR CONSENT FOR REZONING

1. When the School District is petitioned for Consent of Adjoining Property Owners to Rezoning, the Board shall review the proposed rezoning to determine if the School District is adversely affected. The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning.

2. If the Board determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form with a disclaimer indicating that the Board neither supports nor disapproves the proposed rezoning. If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form.

Policy Changes:

2. **Neutral Consent:** If the Board or designee determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form. **This signature shall include a mandatory disclaimer stating: "The Board of Education provides this consent for the purpose of the application process only and ~~with a disclaimer indicating that the Board~~ neither supports nor disapproves the proposed rezoning".**

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3. **Declining:** If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form. **The Board or designee may contact the City of St. Paul or other entity to state the reasons.**

802.02 Petitions for Consent for Rezoning

Current Policy:

Last revised in 2008

Policy Changes:

C. Proactive Participation Beyond formal "Consent" petitions, the District reserves the right to provide written or oral testimony at City Council or Planning Commission hearings regarding any land-use change that may affect the educational environment.

III. DEFINITIONS

A. "Adverse Impact" Any action or decision that materially interferes with the District's ability to provide a safe, quiet, and accessible educational environment, or any change that diminishes the value or intended use of District property.

B. "Consent of Adjoining Property" The statutory or municipal requirement for a property owner to obtain the District's formal signature as a neighbor sharing a common boundary (including those separated by public rights-of-way) when seeking to alter the designated zoning classification of their land.

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802.02 Petitions for Consent for Rezoning

LEGAL REFERENCES:

Minn. Stat. § 462.357, subd. 5

Saint Paul Legislative Code § 61.801

CROSS REFERENCES:

C. **“Land Use Zoning”** The regulatory framework used by local municipalities to govern the density, type, and height of structures and the specific activities permitted on a land parcel.

D. **“School Sites”** All land, buildings, athletic fields, and facilities owned or leased by the District for educational, administrative, or operational use.

LEGAL REFERENCES:

Minn. Stat. § 462.357, subd. 5 (Official Controls: Zoning Ordinance, (Amendment; certain cities of the first class))

Saint Paul Legislative Code § 61.801 (Zoning Application, Petitions, and Affidavits Packet)

CROSS REFERENCES:

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Questions?

144

Recommended Action

- Request the review of Policy 802.02– Petitions for Consent for Rezoning at the August 5, 2026 Committee of the Board meeting be considered the First Reading.
- That the review of this policy at the August 18, 2026 Board of Education meeting will be considered the Second Reading.

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Policy 816.00 – Environmental Health and Safety

Committee of the Board Meeting
August 5, 2026

Kathy Wallace, Director of Facilities

816.00 Environmental Health and Safety

Current Policy:

Adopted in 2012

PURPOSE

The District will provide a safe and healthy environment.

COMPREHENSIVE PROGRAM

1. The District will maintain a comprehensive environmental health and safety program, including maintaining all required documentation and records, to comply with federal, state and local:
 - a. Regulatory agencies, including but not limited to Environmental Protection Agency, Occupational Safety and Health Administration, Minnesota Department of Health, Minnesota Department of Labor and Industry, and Minnesota Pollution Control Agency
 - b. Regulations including but not limited to Asbestos Hazard Emergency Response Act management plans; blood-borne pathogens; chemical hygiene; confined space; forklift safety; Hazard Communication Standard; hazardous waste; indoor air quality; infectious waste; lead in water; radon; lockout/tagout; respiratory protection; and underground storage tanks.

Policy Changes:

I. POLICY PURPOSE

The District **is committed to** providing a safe and healthy environment **for all students, staff, and visitors. This policy establishes the framework for identifying, managing, and minimizing workplace hazards.**

II. GENERAL STATEMENT OF POLICY

The District **shall** maintain a comprehensive environmental health and safety program **designed** to comply with all federal, state, and local regulatory requirements. This includes the maintenance of all required documentation, permits, and safety records.

Primary Areas of Oversight include:

A. Physical Hazards: Confined spaces, **fire safety**, forklift safety, lockout/tagout, underground storage tanks, **and worker safety.**

B. Chemical & Biological Hazards: Blood-borne pathogens, chemical hygiene, Hazard Communication Standard (GHS), and infectious waste.

816.00 Environmental Health and Safety

Current Policy:

Adopted in 2012

PURPOSE

The District will provide a safe and healthy environment.

COMPREHENSIVE PROGRAM

1. The District will maintain a comprehensive environmental health and safety program, including maintaining all required documentation and records, to comply with federal, state and local:
 - a. Regulatory agencies, including but not limited to Environmental Protection Agency, Occupational Safety and Health Administration, Minnesota Department of Health, Minnesota Department of Labor and Industry, and Minnesota Pollution Control Agency
 - b. Regulations including but not limited to Asbestos Hazard Emergency Response Act management plans; blood-borne pathogens; chemical hygiene; confined space; forklift safety; Hazard Communication Standard; hazardous waste; indoor air quality; infectious waste; lead in water; radon; lockout/tagout; respiratory protection; and underground storage tanks.

Policy Changes:

C. Environmental Hazards: Asbestos (AHERA), indoor air quality, lead in water, and radon levels.

D. Personal Protection: Respiratory protection, fall protection, and general Personal Protective Equipment (PPE).

III. COMPLIANCE

The environmental health and safety program will maintain and ensure compliance within:

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A. **Federal Agencies:** Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA).

B. **State Agencies:** Minnesota Department of Health (MDH), Minnesota Department of Labor and Industry (MNDLI), the Minnesota Pollution Control Agency (MPCA), and the State Fire Marshal (delegated to City of Saint Paul).

816.00 Environmental Health and Safety

Current Policy:

2. Routine workplace safety inspections and surveillance will be conducted to identify, monitor, and evaluate potential hazards.

RESOURCES AND DISSEMINATION

1. The District will provide training for employees involved in specific programs included in this policy.
2. The Board of Education commits to providing appropriate funding necessary to ensure compliance with federal, state, and local government health and safety requirements.

Policy Changes:

IV. RESOURCES

Program resources include:

A. Proactive Monitoring: The District will conduct routine workplace safety inspections and surveillance to identify, monitor, and evaluate potential hazards **before they result in injury or illness.**

A. Training: The District will provide **mandated safety** training for employees **tailored to their specific roles and potential exposure levels.** 149

B. Funding: The Board of Education commits to providing the necessary financial resources to **maintain** compliance and facility safety.

C. Continuous Improvement: The District will monitor and implement "good faith" efforts to comply with new or amended laws.

D. Best Practices: In the absence of specific local or federal laws, the District will follow industry-standard "Best Practices" (e.g., ANSI or NIOSH standards) to manage hazards.

816.00 Environmental Health and Safety

EMPLOYEE RESPONSIBILITIES

1. All employees and contractors are responsible for maintaining the safety and environmental health standards of the District by adhering to safe work practices and following all safety rules and regulations in performing their duties.
2. District employees and contractors are responsible for reporting any unsafe working conditions, hazards or equipment.

V. ENFORCEMENT

All District employees and contractors **are held accountable for the following:**

- A. **Adherence:** Following all established safety protocols and work practices.
- B. **Reporting:** Immediately reporting unsafe conditions, "near-miss" incidents, or faulty equipment to a supervisor. 150
- C. **Participation:** Completing all required safety training and participating in emergency drills (fire, weather, lockdowns).
- D. **Feedback:** Reviewing safety protocols regularly and suggesting improvements to the environmental health and safety program.

816.00 Environmental Health and Safety

LEGAL REFERENCES:

Minn. Stat. § 123B.57

CROSS REFERENCES:

LEGAL REFERENCES:

Minn. Stat. § 123B.57 Health and Safety Projects

CROSS REFERENCES:

807 MSBA/MASA Health and Safety Policy

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Questions?

152

Recommended Action

- Request the presentation of the proposed updates to Policy 816.00 – Environmental Health and Safety at the August 5, 2026 Committee of the Board meeting be considered the First Reading;
- and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on August 18, 2026, as no substantive changes have been made.

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518 DNR-DNI ORDERS

I. PURPOSE

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

II. GENERAL STATEMENT OF POLICY

- A. The primary mission of the school district is education. DNR-DNI orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel.
- B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.
- C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.
- D. The parent/guardian will be notified of the emergency as soon as possible.
- E. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.
- F. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI orders, shall be advised of and shall be given a copy of this policy.

Legal References: 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. §§ 12101-12213 (Americans with Disabilities Act)

Cross References: None

611.00 Parent/Guardian Conferences: Communication

I. Policy Purpose

The purpose of this policy is to cultivate deep, authentic, and inclusive partnerships between families and schools/programs by establishing standardized, two-way communication practices. Recognizing that proactive and accessible engagement is vital to student success and well-being, this policy outlines the framework for mandatory bi-annual conferences, regular academic updates, and collaborative communication plans. By ensuring that all outreach is culturally responsive and linguistically accessible, this policy aims to eliminate communication barriers and guarantee that every parent and guardian is empowered as an active, valued participant in their student's educational journey.

II. General Statement of Policy

The District values families as essential partners in student learning and is committed to fostering equitable, transparent, and respectful relationships with families across all schools and programs. Strong partnerships between families, educators, and staff help create the conditions for students to thrive academically, socially, and emotionally. To support these partnerships, schools will establish consistent and welcoming communication practices that encourage meaningful family engagement and ensure families have access to timely, relevant information about their child's educational experience.

III. Implementation

- A. Principals, teachers, and other school personnel shall ~~take steps to assure adequate and equitable communications with all parents/guardians. Such steps may include use of interpreters and/or translated documents where effective in communicating with parents/guardians with limited English language proficiency.~~ ensure consistent, equitable, and effective communication with all parents/guardians. These efforts may include the use of interpreters and/or translated documents.
- B. Parent/guardian-teacher conferences shall be conducted in each school in the ~~spring and fall~~ fall and spring of each school year. In addition, staff shall provide ongoing updates to parents/guardians regarding student progress throughout the school year.

- C. Principals shall ensure that school staff communicates with each student's parent/guardian to ~~update the parent/guardian on instruction, roles, and student progress. School staff shall provide these updates at least once in the fall and once in the spring of every school year.~~ These updates shall be provided at least once in the fall and once in the spring each school year. ~~Parents/guardians may request additional meetings to discuss academics or behavior concerns.~~
- D. Principals shall ~~develop school-family communication plans/programs with~~ ensure the development and distribution of monthly school-family newsletters that communicate the school plans, programs, and relevant updates to staff and parents/guardians.

LEGAL REFERENCES:
CROSS REFERENCES:

Adopted: 5/14/2002
Revised: 6/17/2008
Revised: 8/xx/2026

Saint Paul Public School Policy

615.00

615.00 SCHOOL-FAMILY ENGAGEMENT

POLICY PURPOSE

Each educational institution or program site will partner with its community of families to foster meaningful ~~family involvement~~ school-family engagement in student learning. To support the unique needs of every household, each site will implement a flexible, developmentally appropriate framework designed to ~~meet~~ engage families in culturally-relevant ways. ~~where they are.~~

GENERAL STATEMENT OF POLICY

The ultimate goal of these ongoing efforts is to cultivate authentic family participation across all school and program activities. School-family engagement will be thoughtfully integrated throughout district-wide operations, ensuring families are active partners in developing and evaluating district, school, and program improvement plans.

EXPECTATIONS

Each school or program shall:

Collaborate with families to ensure ~~family involvement~~ school-family engagement in the education of their children.

- Share responsibility for high expectations and student performance.
- Build the involvement capacity of school, program staff and families.
- Increase access and engagement of *all* families with children.

LEGAL REFERENCES:

20 U.S.C. § 6318 (Parental Involvement)

Minn. Stat. § 124D.8955 (Parent and Family Involvement Policy)

[Minn. Stat 142.08 \(Voluntary PreKindergarten Program for Eligible Four-Year-Old Children\)](#)

Minn. Stat 124D.19 COMMUNITY EDUCATION PROGRAMS; ADVISORY COUNCIL.

[Title III: Parent, Family, and Community Engagement](#)

CROSS REFERENCES:

Policy 615.00
Page 1 of 1

702.02 IMPREST CASH ACCOUNTS

I. POLICY PURPOSE

The purpose of the Imprest Cash Account is to provide a controlled and efficient method for disbursing small routine, and incidental expenses that cannot be conveniently paid through the standard procurement process. This account operates on a fixed balance system, where funds are replenished only after expenditures are documented and approved, ensuring accountability, transparency, and proper financial stewardship.

II. GENERAL STATEMENT OF POLICY

Imprest Cash Accounts are fixed-amount funds maintained by authorized custodians to facilitate minor purchases or provide change for cash transactions. These accounts must be managed with strict accountability, transparency, and compliance with financial control.

III. IMPREST CASH ACCOUNTS

- Schools and departments may, with the authorization of the Board, establish imprest cash funds (petty-cash accounts). Each account shall be maintained in a separate bank account, administered by the appropriate administrator according to accounting procedures established by the Financial Services Department, and shall be audited annually. Disbursements shall be made by check.

LEGAL REFERENCES:

Minn. Stat. § 123B.11

CROSS REFERENCES:

None

Adopted: 1974
Revised: 6/17/2008, 5/1/2026

Saint Paul Public Schools Policy

719.00

719.00

FOOD SERVICE

I. POLICY PURPOSE

The purpose of this policy is to establish the District's commitment to providing equitable access to nutritious meals, supporting student health and learning, and ensuring compliance with all applicable state and federal laws regarding child nutrition programs.

II. GENERAL STATEMENT OF POLICY

The District recognizes that proper nutrition is essential to student learning and development and strives to ensure that all meal programs are accessible, inclusive, and administered with dignity.

III. IMPLEMENTATION

~~1. A.~~ The District shall ~~take part, as feasible, in the National School Lunch and other food programs which may become available~~ operate a food and nutrition services program designed to support student well-being, academic success, and equitable access to healthy meals.

B. The District may participate, as feasible, in the National School Lunch Program, the School Breakfast Program, and other federal or state food and nutrition programs for which it is eligible.

~~2. C.~~ The Superintendent ~~or designee~~ shall establish ~~rules, regulations and procedures regarding participation in programs for free and reduced-price meals and supplementary food~~ and implement administrative regulations, procedures, and operational guidelines necessary to administer food and nutrition programs.

~~3. D.~~ The anonymity of children receiving free or reduced-price meals shall be assured and no child will be discriminated against because of race, color or national origin.

LEGAL REFERENCES:

7 C.F.R. Part 245 (Determining Eligibility for Free and Reduced-price Meals and Free Milk in Schools)

42 U.S.C. § 1758 (Program Requirements)

Minn. Stat. § 124D.1115 (Free and Reduced-price School Meals Program Data Sharing)

719.01

CAFETERIA RESPONSIBILITIES

I. POLICY PURPOSE

The purpose of this policy is to establish clear administrative responsibility for the safe, orderly, and effective operation of school cafeterias and to support meal service schedules that promote student health, well-being, and access to school nutrition programs.

II. GENERAL STATEMENT OF POLICY

The District shall establish meal service schedules that provide students with reasonable and adequate time to eat, consistent with best practices and applicable federal and state requirements. The District will also ensure that cafeterias are appropriately staffed, supervised, and maintained to promote cleanliness, safety, and efficiency.

III. IMPLEMENTATION

1. A. The principal of each school shall establish the breakfast and lunch schedule consistent with applicable federal and state requirements and recommendations issued by the United States Department of Agriculture's Food and Nutrition Service related to school nutrition programs. The school's schedule shall provide reasonable and adequate time for breakfast and lunch.

2. B. The principal shall be responsible for ensuring that the cafeteria is supervised during meal periods ~~assign and train members of the school's staff to serve as lunchroom supervisors; the supervisors shall ensure that the cafeteria is kept clean and orderly throughout the times allotted for breakfast and lunch.~~

3. C. The Superintendent or designee shall develop, publish and periodically revise procedures to guide principals, school-assigned lunchroom supervisors, Facilities' staff, and Nutrition Services' staff.

LEGAL REFERENCES:

7 C.F.R. Part 210 (National School Lunch Program)

7 C.F.R. Part 220 (School Breakfast Program)

Minn. Stat. § 124D.111, subd. 3(c) (School Food Service Fund)

CROSS REFERENCES:

Centers for Disease Control and Prevention: School Meals

Centers for Disease Control and Prevention: Time for Lunch

USDA Food and Nutrition Services: Healthy Schools

802.02 PETITIONS FOR CONSENT FOR REZONING

I. POLICY PURPOSE

The Board of Education recognizes that land-use decisions in the community directly impact the safety, environment, and operational integrity of school sites. The purpose of this policy is to guide the District's review of proposed changes in land use zoning adjacent to school sites.

II. GENERAL STATEMENT OF POLICY

A. Evaluation Criteria. When notified of a proposed rezoning or land-use change, the District shall evaluate the proposal based on its potential impact on:

1. Student Safety: Changes in traffic patterns, pedestrian crossings, or increased high-density transit.
2. Environmental Health: Potential increases in noise, light pollution, air quality issues, or hazardous material usage.
3. Operational Integrity: Encroachment on school boundaries, privacy of playgrounds/classrooms, or interference with future expansion plans.

A.B. Petitions for Consent. ~~When~~ If the School District is petitioned for Consent of Adjoining Property Owners to Rezoning, the Board or designee shall review the proposed rezoning to determine if the School District is adversely affected.

1. Petitioner Responsibility: The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning. The proposer shall also provide a detailed site plan and traffic impact study (if applicable).
2. Neutral Consent: If the Board or designee determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form. This signature shall include a mandatory disclaimer stating: "The Board of Education provides this consent for the purpose of the application process only and with a disclaimer indicating that the Board neither supports nor disapproves the proposed rezoning".
3. Declining: If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form. The Board or designee may contact the City of St. Paul or other entity to state the reasons.

C. Proactive Participation Beyond formal "Consent" petitions, the District reserves the right to provide written or oral testimony at City Council or Planning Commission hearings regarding any land-use change that may affect the educational environment.

H.III. DEFINITIONS

A. "Adverse Impact" Any action or decision that materially interferes with the District's ability to provide a safe, quiet, and accessible educational environment, or any change that diminishes the value or intended use of District property.

B. "Consent of Adjoining Property" The statutory or municipal requirement for a property owner to obtain the District's formal signature as a neighbor sharing a common boundary (including those separated by public rights-of-way) when seeking to alter the designated zoning classification of their land.

C. "Land Use Zoning" The regulatory framework used by local municipalities to govern the density, type, and height of structures and the specific activities permitted on a land parcel.

D. "School Sites" All land, buildings, athletic fields, and facilities owned or leased by the District for educational, administrative, or operational use.

LEGAL REFERENCES:

Minn. Stat. § 462.357, subd. 5 (Official Controls: Zoning Ordinance, (Amendment; certain cities of the first class))

Saint Paul Legislative Code § 61.801 (Zoning Application, Petitions, and Affidavits Packet)

CROSS REFERENCES:

802.00

BUILDING AND GROUNDS MANAGEMENT

I. POLICY PURPOSE

~~Building and grounds maintenance, remodeling and physical improvement are the responsibility of the Office of Plant Planning and Maintenance. The purpose of this policy is to establish clear accountability for the planning, maintenance, and improvement of District facilities. All facility-related activities must align with and support the District's Strategic Plan to ensure long-term operational excellence.~~

II. GENERAL STATEMENT OF POLICY

- ~~A. **Oversight:** The District's Facility Department is responsible for all actions related to maintenance, remodeling, and physical improvements of Buildings and Grounds.~~
- ~~B. **Strategic Alignment:** All proposed improvements must demonstrate a contribution to the goals outlined in the District's Strategic Plan.~~
- ~~A.C. **Authorization & Execution:** Such work shall be performed only Work shall be performed exclusively by qualified personnel or groups, with prior written approval from the Executive Chief of Operations or their authorized designee.~~

III. DEFINITIONS

- ~~A. **"Maintenance"** The technical upkeep of core infrastructure and systems (e.g., HVAC, electrical, plumbing, and automation) to ensure safety, operational efficiency, and structural longevity.~~
- ~~B. **"Physical Improvements"** Permanent material additions or alterations to real property that increase value, utility, or aesthetic appeal. This includes structural enhancements and new construction that exceed routine repair.~~
- ~~C. **"Planning"** The strategic design and management of physical workspaces, equipment, and systems to maximize efficiency and support the District's future growth.~~
- ~~D. **"Remodeling"** The process of altering the structure, interior layout, or specific function of an existing space to meet evolving educational or administrative needs.~~

LEGAL REFERENCES:

CROSS REFERENCES:

816.00

ENVIRONMENTAL HEALTH AND SAFETY

I. POLICY PURPOSE

The District ~~will provide~~ is committed to providing a safe and healthy environment for all students, staff, and visitors. This policy establishes the framework for identifying, managing, and minimizing workplace hazards.

II. GENERAL STATEMENT OF POLICY

~~COMPREHENSIVE PROGRAM~~

- ~~1.—The District will~~ shall maintain a comprehensive environmental health and safety program designed to comply with all federal, state, and local regulatory requirements. ~~including maintaining all required documentation and records, to comply with federal, state and local:~~
- ~~2.—Regulatory agencies, including but not limited to Environmental Protection Agency, Occupational Safety and Health Administration, Minnesota Department of Health, Minnesota Department of Labor and Industry, and Minnesota Pollution Control Agency—~~
- ~~3.—Regulations including but not limited to Asbestos Hazard Emergency Response Act management plans; blood-borne pathogens; chemical hygiene; confined space; forklift safety; Hazard Communication Standard; hazardous waste; indoor air quality; infectious waste; lead in water; radon; lockout/tagout; respiratory protection; and underground storage tanks.~~
- ~~4.1.~~ This includes the maintenance of all required documentation, permits, and safety records.

Primary Areas of Oversight include:

- A. **Physical Hazards:** Confined spaces, fire safety, forklift safety, lockout/tagout (LOTO), underground storage tanks, and worker safety.
- B. **Chemical & Biological Hazards:** Blood-borne pathogens, chemical hygiene, Hazard Communication Standard (GHS), and infectious waste.
- C. **Environmental Hazards:** Asbestos (AHERA), indoor air quality, lead in water, and radon levels.
- D. **Personal Protection:** Respiratory protection, fall protection, and general Personal Protective Equipment (PPE).

III. COMPLIANCE

The environmental health and safety program will maintain and ensure compliance within:

- A. **Federal Agencies:** Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA).

- B. **State Agencies:** Minnesota Department of Health (MDH), Minnesota Department of Labor and Industry (MNDLI), the Minnesota Pollution Control Agency (MPCA), and the State Fire Marshal (delegated to City of Saint Paul).

IV. RESOURCES

Program resources include:

- A. **Proactive Monitoring:** The District will conduct routine workplace safety inspections and surveillance ~~will be conducted~~ to identify, monitor, and evaluate potential hazards before they result in injury or illness.
- B. **Training:** The District will provide mandated safety training for employees tailored to their specific roles and potential exposure levels ~~involved in specific programs included in this policy.~~
- C. **Funding:** The Board of Education commits to providing ~~appropriate funding the necessary to ensure compliance with federal, state, and local government health and safety requirement~~ financial resources to maintain compliance and facility safety.
- D. **Continuous Improvement:** The District will monitor and implement "good faith" efforts to comply with new or amended laws.
- E. **Best Practices:** In the absence of specific local or federal laws, the District will follow industry-standard "Best Practices" (e.g., ANSI or NIOSH standards) to manage hazards.

V. ENFORCEMENT

EMPLOYEE RESPONSIBILITIES

All District employees and contractors are held accountable for the following: ~~are responsible for maintaining the safety and environmental health standards of the District by adhering to safe work practices and following all safety rules and regulations in performing their duties.~~

~~2. District employees and contractors are responsible for reporting any unsafe working conditions, hazards or equipment.~~

- A. **Adherence:** Following all established safety protocols and work practices.
- B. **Reporting:** Immediately reporting unsafe conditions, "near-miss" incidents, or faulty equipment to a supervisor.
- C. **Participation:** Completing all required safety training and participating in emergency drills (fire, weather, lockdowns).
- D. **Feedback:** Reviewing safety protocols regularly and suggesting improvements to the environmental health and safety program.

LEGAL REFERENCES

Minn. Stat. § 123B.57 Health and Safety Projects

CROSS REFERENCES

807 MSBA/MASA Health and Safety Policy