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

September 1, 2026
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
   - A. Superintendent's Announcements
   - B. Facilities Portfolio Taskforce Update
     1. Introduction
     2. Presentation 3
     3. Discussion
   - C. Txuj Ci Real Estate Market Study
     1. Introduction
     2. Presentation 11
     3. Discussion
   - D. READ Act Update
     1. Introduction
     2. Presentation 17
     3. Discussion
   - E. Policy Update
     1. Introduction
     2. Presentation 27
        - a. Policy 420.00 - Minnesota Paid Leave 89
        - b. Policy 718.00 - Branding: Supplies/Stationary 98
        - c. Policy 812.00 - School Emergency Management 99
        - d. Policy 211.03 - Student Voice in Decision-Making 101
        - e. Policy 301.00 - Board / Superintendent Relationship 103
        - f. Policy 902.00 - Community Use of Buildings and Grounds 105
     3. Discussion
     4. Action
   - F. Board Initiated Goals Governance (B.I.G.G.) Memo 107
3. **ADJOURNMENT**

#BoldSubject#

Facilities Portfolio Analysis Update

Saint Paul Public Schools

Jackie Turner, Executive Chief of Operations

September 1, 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 aligned 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 Task force 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 process & timeline

Phase 1 June-Oct 2026	Phase 2 Oct-Nov 2026	Phase 3 Dec 2026 – Jan 2027	Phase 4 Feb-Jun 2027	Phase 5 Aug 2027
Taskforce collaboratively defines criteria for facilities planning	Engage community to share criteria and get feedback	SPPS applies criteria to create sample scenarios	Taskforce & reviews scenarios and provides feedback Community engagement around scenarios	Superintendent Stanley presents recommended facilities changes to the Board

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

Planned process: Phase 1

Meeting 1 June 4	Meeting 2 June 10	Meeting 3 July 20	Meeting 4 Aug 3	Meeting 5 Aug 24	Meeting 6 Sept 14	Meeting 7 Oct 5	Meeting 8 Oct 26
Overview of the group, goals, and process Develop working agreements Discuss equity Nominate values	Prioritize values Discuss equity Form workgroups Create guiding principles	Finalize guiding principles Build facilities knowledge	Brainstorm criteria Sort criteria	Continue to sort criteria Create criteria statements	Share top recommended criteria Refine criteria based on guiding principles	Prioritize recommended criteria	Finalize recommended criteria

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Criteria Design Studio

A process to begin creating criteria

The process is not deciding which schools should be restructured, consolidated, or closed. The process will provide a framework for designing the **criteria** that will guide future decision-making. The goal is to create a range of criteria that are aligned with the District's values and guiding principles.

Review of categories

Characteristics of the buildings

- Building size/capacity
- Technology
- Safety
- Accessibility
- Condition/ maintenance needs
- Sustainability/ environmental impact

Characteristics of the programming

- Where do we have a poor fit between a program and a building?
- Enrollment – including trends
- Demographics
- Achievement - including disparities

Characteristics of the location

- Neighborhood characteristics/demographics
- Other schools nearby
- Other community hubs nearby
- Accessibility of transportation

Discussion

Txuj Ci Real Estate Market Study

Committee of the Board
September 1, 2026

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Cushman & Wakefield - Jaclyn May, Jason Sell

Parameters

The parameters given to seek potential parcels were:

1. 8+ acre sized developable sites, with or without buildings
2. Within school district boundaries (or very close).
   Preference for sites east of Snelling and north of the river
3. Retail, industrial, office, specialty and vacant land sites

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Approach

Approach taken in identifying potential parcels:

- Used multiple commercial real estate databases to identify sites within parameters
- Cold-called organizations that owned parcels identified
- Issued email blast with description to Twin Cities Brokerage Community (750) in July 2026 (previously issued in Oct 2024)
- Explored government-owned properties
- Reviewed Archdiocese-owned properties, potential surplus properties
- *Excluded:* St. Paul Central Business District, residential properties, and railroad-owned properties

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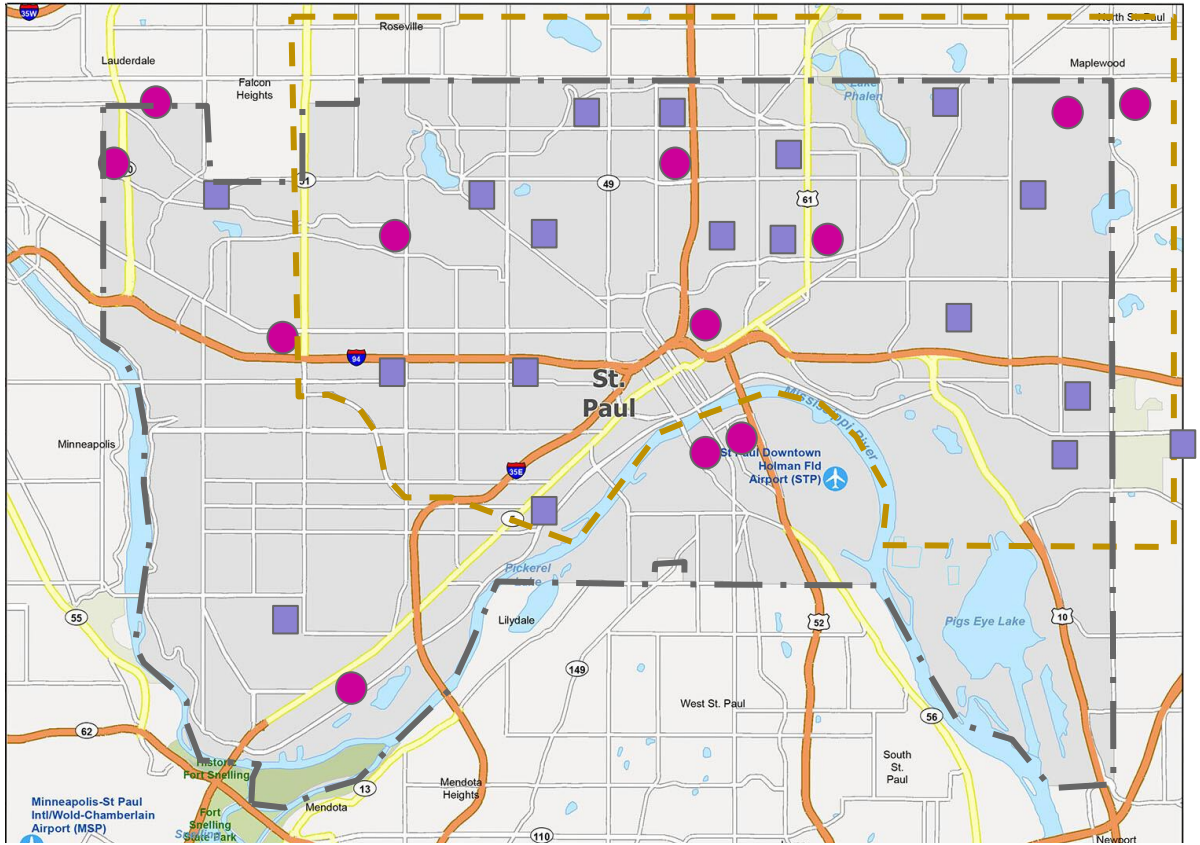
Potentials Identified



Key:

- School/City boundary
- Preferred search area
- Preliminary Options
- SPPS-owned sites that meet parameters

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Steps Required for Development

To get to Ownership:

- Tour and evaluate sites for suitability - access, safety, configuration
- Due-diligence site investigations - survey, title confirmation, soil and environmental tests, develop project budget (renovation/build costs)
- Check zoning and approved uses
- Prepare and negotiate non-binding letter of intent
- Approval for purchase and development costs
- Negotiate and execute purchase agreement.
- Closing following formal due diligence

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Once owned:

- Potential remediation and/or demolition of structures
- Design and construction

Questions?

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Saint Paul Public Schools

READ Act Update

Committee of the Board
September 1, 2026

The READ Act: Overview

The Minnesota Reading to Ensure Academic Development (READ) Act

Minnesota Reading to Ensure Academic Development Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. ***The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learner and students receiving special education services in achieving their individualized reading goals.*** The READ Act replaces Read Well by Third Grade (RWBTG) and is in effect as of July 1, 2023.

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DEPARTMENT OF EDUCATION

https://education.mn.gov/MDE/dse/READ/

CAREIALL

2024-25 Phase 1: Year 1	2025-26 Phase 1: Year 2
• K-5 classroom educators • K-5 EL educators • Grades K-12 reading intervention educators • Grades K-12 special education • Elementary school improvement specialists, PAR educators and instructional coaches	New to or current SPPS educators who had not yet completed CAREIALL: • K-5 classroom educators • K-12 EL educators • Grades K-12 reading intervention educators • Grades K-12 special education (including Blind/Visually Impaired and DHH)

1,128 Educators Enrolled
• **1073 Completed (95%)**
• 18 paid for a year 1 extension
  ○ 18 completed (100%)
	245 Educators Enrolled
	• **231 Completed (94%)**
	  ○ Incomplete:
	  ■ 8 educators no longer in SPPS
	  ■ 4 will receive LOA extension
	  ■ 2 will pay for an extension

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CAREIALL

2026-27 Phase 1: Year 3 and Phase 2: Year 1	Implementation Details for 2026-27
Phase 1: CAREIALL - 112 new to or current SPPS educators who have not yet completed CAREIALL ○ K-5 classroom educators ○ K-12 EL educators ○ K-12 reading intervention educators ○ K-12 special education educators	• MOU agreement with SPFE • Teachers engage in live virtual sessions and asynchronous study during district-led PD $_{20}$ Days across the year (Phase 2) • Sub days provided for live virtual sessions and asynchronous study (Phase 1 and Phase 2) • Opportunities to attend makeups for live virtual sessions • In-service credits OR stipends provided for supplemental pay at contractual rate for remaining asynchronous study
Phase 2: CAREIALL Secondary - 168 6-12 Educators ○ Teachers who provide foundational reading instruction to students in grades 6-12 ○ Teachers who provide reading instruction to students in dual language immersion programs in grades 6-12 ○ Teachers who provide reading instruction to students in a state-approved alternative program ○ 6-12 Media Generalists	

LETRS for Early Childhood Educators (Pre-K/ECSE)

Lexia LETRS EARLY CHILDHOOD EDUCATORS

2024-25 Phase 1: Year 1	2025-26 Phase 1: Year 2
• Pre-K classroom and ECSE/ECFE educators	• New to or current SPPS Pre-K classroom and ECSE/ECFE educators who had not yet completed LETRS for EC
82 Educators Enrolled • 20 Pre-K, 62 ECSE/ECFE • 82 Educators Completed (100%)	**17 Educators Enrolled** • 8 ECSE, 1 ECFE, 6 Pre-K, 2 Speech Pathologists • 17 Educators Completed (100%)

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LETRS for Early Childhood Educators (Pre-K/ECSE)

Lexia LETRS EARLY CHILDHOOD EDUCATORS

2026-27 Phase 1: Year 3	Implementation Details
• New to or current SPPS Pre-K classroom and ECSE/ECFE educators who have not yet completed LETRS for EC	• MOU agreement with SPFE • Sub days provided for live virtual sessions and asynchronous study • In-service credits OR stipends provided for supplemental pay at contractual rate for remaining live virtual sessions and asynchronous study
6 Educators Enrolled • 3 Pre-K • 3 ECSE	

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Paraprofessional Structured Literacy Training (PSLT)

2025-26 ***New Requirement for SY 25-26***	**2026-27** **Year 2**
• Educational Assistants • Teaching Assistants • School and Community Services Personnel who provide reading support • Volunteers who regularly provide literacy interventions	• Educational Assistants • Teaching Assistants • School and Community Services Personnel who provide reading support 23 • Volunteers who regularly provide literacy interventions • Staff from 2025-26 who did not complete PSLT
964 Enrolled • **716 Completed (74%)** • 248 Partially Completed • Incomplete can join 2026-27 cohort	• Staff engage in four 2-hour live virtual sessions during their contractual work day • Multiple dates/times offered; staff choose and individually register for live virtual sessions

Impact upon Teacher Practice: 2025-26 Cohort

Effectiveness of Careiall READ Act Preparation

- 91.5% of educators in this cohort reported that CAREIALL was effective in improving both their *understanding* and *ability to implement* evidence-based literacy instruction
  - 40.6% reported Very Effective
  - 50.9% reported Effective

Strategy Transfer & Application Across Learning Modules

- Across 1,673 module exit ticket responses tracking classroom application from Modules 1 through 8:
  - 89.5% of respondents strongly agreed/agreed that the *"Transfer to Practice"* activities successfully bridged the gap between knowledge and classroom practice
  - 64.6% strongly agreed/agreed that they could immediately apply the learned strategies with students

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Educator Engagement in Classroom Implementation

- 93.9% of participants were able to provide specific, qualitative examples of strategies they have already implemented, as well as the direct student changes observed as a result of these new strategies

Impact on Immediate Instruction

- Over 64% rated transfer activities at the highest levels (4 or 5 out of 5), confirming that the training delivered immediate, actionable tools rather than abstract theory, allowing them to implement learned strategies immediately and directly with students

Careiall Exit Survey Data, 2025-26 SPPS Cohort

Reflections on Educator and Student Impact

*"After teachers completed CAREIALL training, they were more **confident** in their implementation of **science of reading strategies** during whole group and **small group UFLI lessons**."* ~Elementary Principal

*"At our school, the result of this learning has been that **more of our kids are reading** than ever before! I see educators in all parts of our school--**Gen Ed classrooms**, our **Specialized Programming Fed 3 ASD/DCD rooms**, and our **SpEd resource rooms**—using this learning daily and feeling more **confident** in what and how they are **teaching reading**. We now have more **"literacy experts"** in front of our students than we did before."* ~Elementary Principal

*"I started the school year dreading this course as I had heard so much from others about how much work it required. And at first, I was overwhelmed and unsure of how this was going to benefit me as an upper grade teacher. However, as I continued the course, I became more **excited about what I was learning** and was eager to **take this back to my classroom**."* ~Upper Elementary Teacher

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*"From what I have heard from staff, CAREIALL has given our teachers a **shared language** and a crystal-clear lens for* **literacy instruction**. *It has shifted our conversations from what we hope works to **intentional, evidence-based practices** that directly **boost classroom engagement** and **student confidence**."* ~Elementary Principal

*"I brought in the **Frayer Model** when learning new **vocabulary** for a whole class novel we were reading. I took **read alouds** to the **next level of learning and for enjoyment**. I jumped into EL Education's (a resource mentioned many times by CAREIALL) Reading Module about the book Love That Dog and taught **poetry and reading comprehension** like I never have before. And going into this new school year I have so much more **I can't wait to implement**." ~Grade 4 Teacher*

*"READ Act training has given our staff the **pedagogical background** on why it is necessary to approach the teaching of reading with **explicit, intentional, and systematic instruction**. CAREIALL has given us the pathway to **support ALL of our learners**. ~Elementary Principal*

Questions?

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Policy Update

Committee of the Board
September 1, 2026

Saint Paul
Public Schools

- Policy 420.00 - Minnesota Paid Leave
- Policy 718.00 - Branding
- Policy 812.00 - School Emergency Management
- Policy 211.03 - Student Voice in Decision Making
- Policy 301.00 - Board / Superintendent Relationship
- Policy 902.00 - Community Use of Buildings and Grounds

Policy 420.00: Minnesota Paid Leave

Committee of the Board

September 1, 2026

Pat Pratt-Cook, Human Resources

Policy 420.00 Minnesota Paid Leave

Current Policy:

- First revision since adoption 11/18/25.
- Policy was implemented on an emergency basis and will now go through the formal adoption process.
- Changes reflect clarification of actual practice.

Policy Changes

V. APPLYING FOR MPL BENEFITS

Employees who wish to submit an application for MPL benefits must first request leave from the District through PeopleSoft and then complete any portion of the MPL paid benefits application form that is designated to be completed by the employee and submit the application for MPL benefits along with any necessary certifications (medical or otherwise) to the state. Employees enrolled in a District short-term disability program are required to submit a claim directly to the program administrator. The District will respond to requests for information about an employee's application for MPL benefits within seven calendar days of the request.

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Policy 416.00 Drug & Alcohol Testing for All Employees

Current Policy:

Policy Changes

VIII. DISABILITY BENEFITS, SICK LEAVE, AND "TOP OFF PAYMENTS" AND MPL.

E. While awaiting the state's decision on a leave request, employees may choose to "top off" their pay using sick hours, vacation hours, or short-term disability pay. Employees are strongly encouraged to use the estimated pay calculator on the MPL website to determine their "top off" amount. If an employee uses excess sick or vacation hours or short-term disability pay and receives more than their usual salary, the District will not restore the already paid sick or vacation hours and the employee must repay any short-term disability overpayment. The employee is also required to report the overpayment to the state.

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Policy 416.00 Drug & Alcohol Testing for All Employees

Current Policy:

Policy Changes

VIIII. BENEFITS DURING MPL.

A. During MPL and/or unpaid FMLA leave, an employee's ~~eligibility status for any~~ group insurance policies ~~policy~~ and ~~or~~ health care plans will ~~not change~~ transition to administrative billing under ~~from the active plan to~~ the COBRA plan. ~~and the employee may continue their participation in such policy or plan.~~ However, the District will continue to pay its portion of the premiums at the same level as if the employee were actively working. As a result, the employee will only be responsible for paying the standard active ~~All~~ employee contribution~~s~~ rates. All employee contributions ~~(if any)~~ must be paid on a timely basis directly to the District's third-party administrator ~~provider~~ ("Benefit Resource, Inc." or "BRI") ~~in order~~ to maintain ~~the~~ continuous coverage ~~of benefits~~. ~~Contributions will be at the same level as if the employee was working.~~

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Policy 416.00 Drug & Alcohol Testing for All Employees

Current Policy:

Policy Changes

VIIII. BENEFITS DURING MPL.

A. Coverage will terminate ~~cease~~ if premium payments are not received ~~made~~ within ~~a~~ thirty-calendar days ~~grace period~~ of the due date. Premium amounts ~~payments~~ and ~~or~~ policy coverages remain ~~are~~ subject to standard plan updates and adjustments ~~change~~. Once the employee's entitlement to MPL and/or FMLA leave ends, the employee is no longer protected under these continuation guidelines. If the employee does not return to active status, District contribution towards premiums will cease, and the employee will become responsible for paying the full COBRA rate to maintain coverage.

Questions?

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Recommendation

- Request the review of Policy 420.00: Minnesota Paid Leave at the September 1, 2026 Committee of the Board meeting be considered the First Reading.

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- That the review of this policy at the September 22, 2026 Board of Education meeting will be considered the Second Reading.

Policy 718.00 - Branding: Supplies/Stationary

Committee of the Board

September 1, 2026

Erica Wacker, Senior Executive Officer of Communications

Policy 718.00 Branding: Supplies/Stationery

Current Policy

1. Policy last revised in 2008
2. Transitioned to new policy format, which includes Policy Purpose
3. Updating policy name
4. Broadening to include digital resources

See all updates to Policy 718.00

Policy Changes

Policy 718.00 Branding: ~~Supplies/Stationery~~

I. POLICY PURPOSE

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The purpose of this policy is to establish standards for the use and development of school and district logos and other branding standards.

Policy 718.00 Branding: Supplies/Stationery

Highlights

1. Added General Statement of Policy header
2. Modernized terminology to reflect current practices

Policy Changes

II. GENERAL STATEMENT OF POLICY

A. ~~1.~~ Standards for use of school and district logos and other branding tools shall be determined at the direction of the Superintendent or the Superintendent's designee.[38]

B. ~~2.~~ No school, administrative office or special program of the District shall design or ~~print~~ publish a new logo without approval. ~~stationery. No school, administrative office or special program of the District shall alter by additional printing uniformly designed letterhead supplies.~~ Schools, administrative offices, and special programs of the District shall ~~order letterhead stationery and envelopes through the Graphic Services Department~~ follow~~ing~~ district branding and identity standards.

Policy 718.00 Branding: Supplies/Stationery

Highlights

Cross References

Policy Changes

CROSS REFERENCES:

SPPS Policy 716.00 - District Advertising and Name or Logo Use

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SPPS Policy 801.01 - Buildings and Grounds: Name Selection

Questions?

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Recommendation

- Request the review of Policy 718.00 Branding at the Sept. 1, 2026, Committee of the Board meeting be considered the First Reading of the three-reading process

- That the review of the policy at the Sept. 22, 2026, Board of Education meeting will be considered the Second Reading

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Policy 812.00 - School Emergency Management

Committee of the Board

September 1, 2026

Becky Schmidt, Director of Health and Wellness

Laurie Olson, Director of Security and Emergency Management

Proposed Revisions

Policy 812.00 SCHOOL EMERGENCY MANAGEMENT must be revised based on new statutory requirements.

DRAFT POLICY_812.00 SCHOOL EMERGENCY MANAGEMENT

Background

MN Statute **121A.241 CARDIAC EMERGENCY RESPONSE PLAN:**

Beginning in the 2026-2027 school year, a school district or charter school must develop a cardiac emergency response plan consistent with the model plan developed by the commissioner under section 121A.035, subdivision 1 (Crisis Management Policy), for cardiac emergencies that occur on school property.

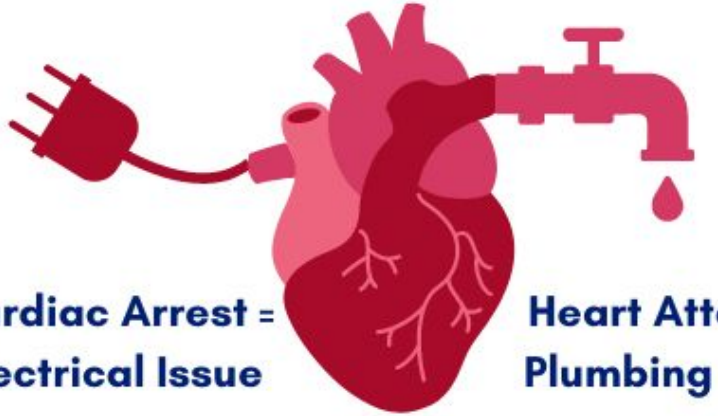
Sudden Cardiac Arrest

Sudden Cardiac Arrest (SCA) is a condition in which the heart suddenly and unexpectedly stops beating its normal rhythm.

- SCA can occur at any age in both athletes and non-athletes
- SCA results in death if not treated within minutes
- Approximately 360,000 SCA events occur outside of hospitals annually with a survival rate of less than 7%. 23,000 were pediatric [45]
- If CPR is performed immediately, survival rates more than triple
- SCA survival rates in schools increase to 71% with AED programs

Cardiac arrest occurs when the heart malfunctions and stops beating.
A cardiac arrest is an **electrical** problem.

CARDIAC ARREST VS. HEART ATTACK



Cardiac Arrest = Electrical Issue

Like a power outage, the heart stops beating

Heart Attack = Plumbing Issue

Like a clogged pipe, blood flow is blocked to the heart

Hackensack Meridian *Health*

A heart attack occurs when blood flow to the heart is blocked.
A heart attack is a **circulation** problem.

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121A.241 Statute Requirements

At a minimum, the plan must:

(1) establish a school cardiac emergency response team and plan of activation during the event of sudden cardiac arrest;

(2) provide for placement of automated external defibrillators (AEDs) on school grounds following nationally recognized cardiovascular care organization guidelines;

(3) provide for routine maintenance of AEDs;

(4) provide for distribution of the plan on school grounds and in coordination with local emergency medical services providers;

(5) provide for annual cardiac emergency response plan drills for school staff and students;

(6) require the school board to annually review and evaluate the effectiveness of the plan; and

(7) address how school staff must respond to cardiac emergencies at school-sponsored activities, including athletic events on or off school grounds.

Statute Requirement #1

(1) establish a school cardiac emergency response team and plan of activation during the event of sudden cardiac arrest;

SPPS steps:

- Cardiac Emergency Response Team (CERT) members will include Safety Team members
- Recommended members include PE Teacher, AD and/or Assistant AD, EDL/Flipside leads
- Building Administrators will identify their building Safety Team Members and any additional staff that would be part of CERT by 9/4/26

Statute Requirement #2

(2) provide for placement of automated external defibrillators (AEDs) on school grounds following nationally recognized cardiovascular care organization guidelines;

SPPS Steps:

- AEDs tracked and monitored monthly
- Athletics' AEDs will not be transported to offsite fields/sites
- AEDs ideally will be situated to have a 3-minute response time
- Facilities is currently mapping locations of building AEDs, which will be added to SEOPs

Statute Requirement #3

(3) provide for routine maintenance of AEDs

SPPS Steps:

Facilities will ensure proper installation and maintenance of AEDs; all AEDs will be checked monthly by Health and Wellness and Athletics staff to verify expiration dates for the devices' pads and batteries and to ensure the devices are functioning properly.

Statute Requirement #4

(4) provide for distribution of the plan on school grounds and in coordination with local emergency medical services providers;

SPPS Steps:

School Emergency Operations Plans (SEOP) will contain each school's CERP for responding to a sudden cardiac arrest event. Practice drills should be included in the plan.

Statute Requirement #5

(5) provide for annual cardiac emergency response plan drills for school staff and students;

SPPS Steps:

Each school will sign up for Hands-Only CPR and AED trainings, and that same training date will include a mock drill for a SCA event.

Statute Requirement #6

(6) require the school board to annually review and evaluate the effectiveness of the plan; and

SPPS Steps:

At a minimum, the Board of Education will be provided an annual summary of CERP, focusing on ways to improve the effectiveness of the plan.

Statute Requirement #7

(7) address how school staff must respond to cardiac emergencies at school-sponsored activities, including athletic events on or off school grounds.

SPPS Steps:

CERT members will respond will respond if/when activities are on-site on SPPS grounds, including athletic practices and events at their home SPPS sites. SPPS will not send AEDs on field trips or on off-site SPPS sponsored events.

Policy 812.00 - School Emergency Management

Current Policy:

STATEMENT OF POLICY
2. Individualized school response plans aligned to the school district all-hazard plan shall be developed by each school building in the district. This policy and the building plans shall be reviewed and updated by the District Director of Security & Emergency Management.

Policy Changes

STATEMENT OF POLICY
2. Individualized school emergency operations~~response~~ plans aligned to the school district all-hazard plan shall be developed, reviewed and updated[55] by each school administrator annually~~building in the district~~. This policy and the building plans shall be reviewed and updated by the District Director of Security & Emergency Management or designee.

Policy 812.00 - School Emergency Management

Current Policy:

STATEMENT OF POLICY
4. Each individual school building will conduct at least five fire evacuation drills, five lockdown drills and one severe weather drill every school year. All students and staff in the school district shall receive instruction and participate in the drills.

Policy Changes

STATEMENT OF POLICY
4. Each individual school building will conduct at least five fire evacuation drills, five lockdown drills, ~~and~~ one severe weather drill, and at least one[56] cardiac emergency response drill every school year. All students and staff in the school district shall receive instruction and participate in the drills.

Policy 812.00 - School Emergency Management

Current Policy:

STATEMENT OF POLICY
5. The Superintendent or Superintendent's designee shall create procedures for implementation of the District Emergency Management Plan and the individualized school emergency management plans.

Policy Changes

STATEMENT OF POLICY
5. The Superintendent or Superintendent's designee shall create procedures for implementation of the District Emergency [57] Operations~~Management~~ Plan and the individualized school emergency management plans.

Policy 812.00 - School Emergency Management

Current Policy:

LEGAL REFERENCES:
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 299F.30 (Fire Drill in School)

Policy Changes

LEGAL REFERENCES:
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 121A.241 (Cardiac Emergency Response Plan)

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Questions?

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Recommendation

- Request the presentation of the proposed 812.00 - School Emergency Management at the September 1, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process;

- That the review of this policy at the September 22, 2026 Board of Education meeting will be considered the Second Reading.

Policy 211.03 - Student Voice in Decision Making

Committee of the Board

September 1, 2026

Carlo Franco, Director

RATIONALE FOR CHANGES

1. Update policy to align with our updated policy format - Added General Statement of Policy.

62

2. Has not been revised since 2016.

3. Language Clean Up.

Policy Purpose

I. POLICY PURPOSE

Saint Paul Public Schools recognizes the importance of student voice in District[63] decisions. The purpose of this policy is to establish a student committee (Committee) to support authentic student engagement.

General Statement of Policy

II. GENERAL STATEMENT OF POLICY

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The Board of Education values student input and is committed to ongoing engagement and involvement with students across Saint Paul Public Schools. Establishing a committee through board action and continuing board support of any established committee is critical to the ongoing work of empowering students in Saint Paul Public Schools to inform the district of critical issues.

Policy

~~VALUING STUDENT PERSPECTIVES~~

III.ESTABLISHMENT

The Board may, by resolution, establish a committee composed of students to advise the Board on issues concerning the district. The Board will ensure ongoing engagement and involvement with the Committee.

IV.ROLE OF THE COMMITTEE

The purpose ~~role~~ of the established Committee may include ~~is to~~:

- ~~Inform~~ Engaging students ~~of~~ on matters important to them,
- Designing and/or conduct engagement of the greater student body to collect feedback,
- Informing the Board and District administration of student perspectives, and
- Advising the Board and administration based on student outreach.

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V. RECRUITMENT AND SELECTION

Recruitment and selection for the Committee will be held annually. The process will be intentionally designed to solicit participation from students with diverse perspectives.

VI. OPERATIONS

1. The Committee ~~will~~ shall be allocated an annual budget to support operations. ~~resources to effectively operate.~~
2. The Committee may appoint student representatives to participate with the Board at Board meetings. The process for such participation is to be agreed upon by the Committee and the Board, with details outlined in the Committee manual.

References

- **CROSS REFERENCES**
- 211.01 Appointed Committees/Councils Advisory to the Board
- 211.02 Board of Education Committees

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Questions?

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Recommendation

- Request the review of 211.03 - Student Voice in Decision Making at the September 1, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process;

  That the review of this policy at the September 22, 2026 Board of Education meeting will be considered the Second Reading.

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Policy 301.00 - Board / Superintendent Relationship

Committee of the Board

September 1, 2026

Carlo Franco, Director

RATIONALE FOR CHANGES

1. Update policy to align with our updated policy format.

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2. Has not been revised since 2008.

3. Align policy with practice for long-term success, based on board discussion at 2026 annual retreat.

Policy Purpose

The purpose of this policy is to establish and define the governance relationship between the Board of Education and the Superintendent by clarifying their respective roles, responsibilities, and lines of accountability in the leadership and administration of the school district.

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General Statement of Policy

The Board of Education recognizes that effective district governance depends upon a collaborative and respectful partnership between the Board and the Superintendent. The Board is responsible for establishing the district's vision, policies, and strategic direction, while the Superintendent serves as the ex-officio and is responsible for implementing Board policies, managing the day-to-day operations of the district, and providing professional leadership. The Board and Superintendent shall work together in a manner that promotes transparency, accountability, mutual trust, and effective governance in support of student success and the district's mission.

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Policy

1. The Board of Education is responsible for the care, management and control of the school district.
2. The Board shall employ a superintendent who shall serve as an ex-officio, non voting member of the school board and as Chief Executive Officer of the school district.
3. The superintendent is responsible for the management of the schools, the administration of all school district policies and is directly accountable to the Board of Education.
4. Directives from the Board to the superintendent shall be the result of formal Board action.
5. The superintendent may delegate responsibilities to other school district personnel but shall continue to be accountable for actions taken under such delegation.
6. Subject to the review of the Board, the superintendent shall use professional and personal judgment in all areas of responsibility not specifically prescribed nor covered by Board policy.
7. The Board shall annually collaborate with the superintendent to evaluate the superintendent's performance.
8. The Board of Education and the superintendent are committed to maintaining open, transparent, and effective communication. Together, they shall establish and maintain communication strategies and mutually agreed-upon protocols that ensure Board members receive timely, accurate, and relevant information, while supporting efficient operations, informed decision-making, and a strong governance partnership.

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References

Cross References:
302.00 Superintendent Selection

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LEGAL REFERENCES:

- **Minn. Stat. § 123B.143** *(Superintendent)*

Questions?

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Recommendation

- Request the review of Policy 301.00 - Board / Superintendent Relationship at the September 1, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process
- That the review of this policy at the September 22, 2026 Board of Education meeting will be considered the Second Reading.

Policy 902.00 - Community Use of Buildings and Grounds

Committee of the Board

September 1, 2026

Jackie Turner, Senior Executive Officer, Operations

Kathy Wallace, Director of Facilities

Objective

- Scope of Permits for Community use of facilities
- Proposed modifications to Permits Policy 902.00
- Reactions
- Next Steps

Did You Know?

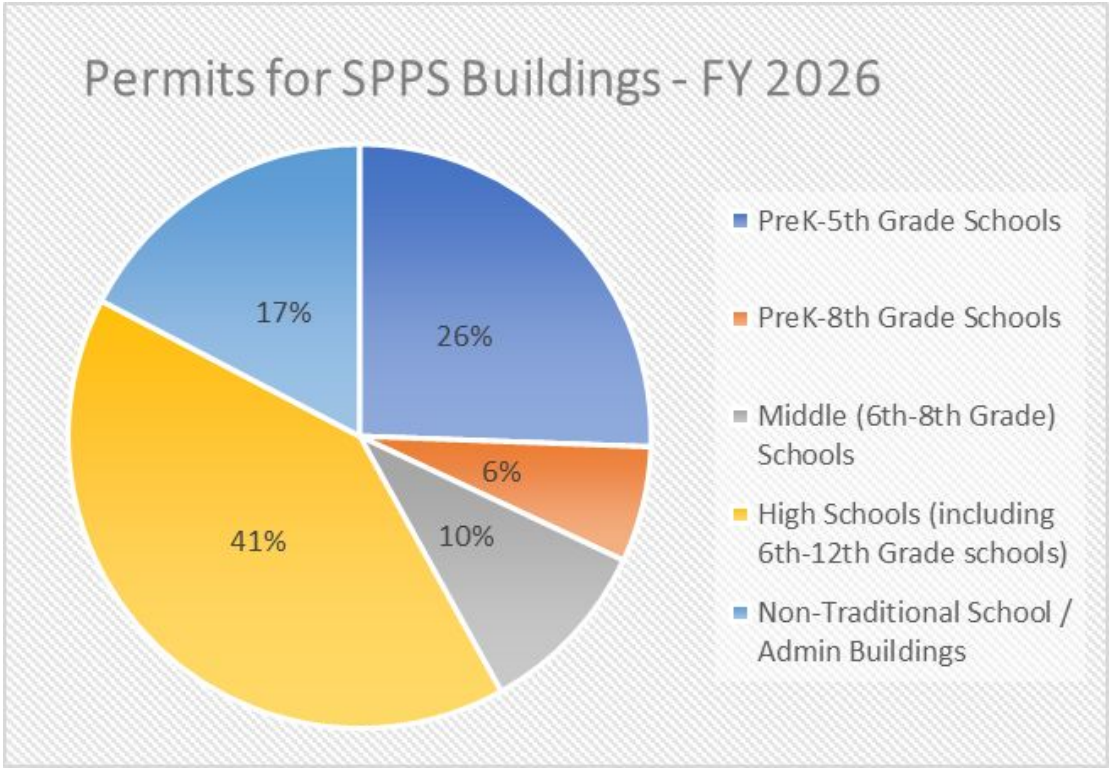
FY26 total number of permitted hours: 418,800

- 373,500 hours were SPPS permitted uses
- **98%+/- of non-SPPS hours of use are non-profits or partners**

FY26 income: $268K +

Related personnel expense: $214K

Permit Requests by Site - FY 2026



Top ten buildings: 56% of permits

Building Name	% of Permits
Highland Park Complex	8.78%
Central HS	8.37%
JJ Hill/Community Ed.	7.56%
Harding HS	5.85%
Humboldt 6-12	4.75%
Johnson HS	4.68%
Washington Tech	4.43%
Como Park HS	4.12%
1780 W. 7th	3.58%
Rondo	3.50%

Policies

[902.00 Community Use of Buildings and Grounds]

Current Policy
Revised in 2008

1. The board encourages community use of school facilities in keeping with the following general policies:
   - Facilities may be used for purposes permitted by Minn. Stat. § 123B.51 and all other applicable laws.
   - All activities shall be under competent, adult supervision and the group using the school shall assume full responsibility for any damage to building or equipment.
   - The Board shall establish a schedule of rates for use of school facilities. Such rates shall be sufficient to offset the District's costs in operating and maintaining the facility during use. The Board shall review said schedule every two (2) years or at such other times as the Board determines.
   - The Superintendent may waive fees for school-related groups whose program is considered a part of the district's educational function.
   - The board shall cooperate with recognized social service agencies and other government agencies in the use of its facilities without charge during wartime or community emergencies.
2. The administration shall implement this policy through procedures that include an appeals process.

Policy Changes:

I. POLICY PURPOSE

The District supports community access to its school buildings and grounds when such use aligns with the District's mission and does not interfere with the **District's educational function**. This policy establishes the framework for authorizing, regulating, and managing community use of District facilities.

II. GENERAL STATEMENT OF POLICY

A. The Board of Education encourages broad community use of District facilities when such use does not disrupt or diminish the educational mission of the District.

B. All facility use must comply with Minn. Stat. § 123B.51 and other applicable laws.

C. The **administration** shall implement this policy through Procedure 902.00.01.

Current Policy
Revised in 2008

1. The board encourages community use of school facilities in keeping with the following general policies:
   - Facilities may be used for purposes permitted by Minn. Stat. § 123B.51 and all other applicable laws.
   - All activities shall be under competent, adult supervision and the group using the school shall assume full responsibility for any damage to building or equipment.
   - The Board shall establish a schedule of rates for use of school facilities. Such rates shall be sufficient to offset the District's costs in operating and maintaining the facility during use. The Board shall review said schedule every two (2) years or at such other times as the Board determines.
   - The Superintendent may waive fees for school-related groups whose program is considered a part of the district's educational function.
   - The board shall cooperate with recognized social service agencies and other government agencies in the use of its facilities without charge during wartime or community emergencies.
2. The administration shall implement this policy through procedures that include an appeals process.

Policy Changes:

III. DEFINITIONS

A. **District's educational function:** Activities, operations, or events approved or supervised by the District that contribute directly to the District's educational mission.
B. **Administration:** Districtwide leadership responsible for implementing educational goals, managing operations, and directing District initiatives.

IV. EXPECTATIONS

A. The **administration** may authorize community use of District facilities and may establish reasonable conditions, restrictions, or requirements for such use.

B. Requests for facility use must be submitted through the District's Permits Office.

C. The Board may require rental fees, staffing fees, equipment fees, and/or deposits to cover costs and potential damages.

D. The Board shall maintain a schedule of facility-use rates sufficient to offset operational and maintenance costs. Rates shall be reviewed at least every two (2) years or more frequently as determined by the Board.

902.00 Community Use of Buildings and Grounds

1. The board encourages community use of school facilities in keeping with the following general policies:
   - Facilities may be used for purposes permitted by Minn. Stat. § 123B.51 and all other applicable laws.
   - All activities shall be under competent, adult supervision and the group using the school shall assume full responsibility for any damage to building or equipment.
   - The Board shall establish a schedule of rates for use of school facilities. Such rates shall be sufficient to offset the District's costs in operating and maintaining the facility during use. The Board shall review said schedule every two (2) years or at such other times as the Board determines.
   - The Superintendent may waive fees for school-related groups whose program is considered a part of the district's educational function.
   - The board shall cooperate with recognized social service agencies and other government agencies in the use of its facilities without charge during wartime or community emergencies.
2. The administration shall implement this policy through procedures that include an appeals process.

IV. EXPECTATIONS, cont.

E. The **administration** may waive fees for school-related groups whose activities fall within the **District's educational function**.

F. All activities must be supervised by competent adults. Users assume full responsibility for any damage to buildings, grounds, or equipment.

G. The **administration** shall cooperate with recognized social service agencies and government entities by providing facilities without charge during wartime or community emergencies.

V. ENFORCEMENT

A. Community users are expected to treat District property with respect and adhere to all facility-use rules. Users are responsible for any damage or loss. The District may require a certificate of insurance to ensure coverage for property damage or liability.

902.00 Community Use of Buildings and Grounds

1. The board encourages community use of school facilities in keeping with the following general policies:
   - Facilities may be used for purposes permitted by Minn. Stat. § 123B.51 and all other applicable laws.
   - All activities shall be under competent, adult supervision and the group using the school shall assume full responsibility for any damage to building or equipment.
   - The Board shall establish a schedule of rates for use of school facilities. Such rates shall be sufficient to offset the District's costs in operating and maintaining the facility during use. The Board shall review said schedule every two (2) years or at such other times as the Board determines.
   - The Superintendent may waive fees for school-related groups whose program is considered a part of the district's educational function.
   - The board shall cooperate with recognized social service agencies and other government agencies in the use of its facilities without charge during wartime or community emergencies.
2. The administration shall implement this policy through procedures that include an appeals process.

V. ENFORCEMENT, cont.

B. **Political Party Precinct Caucuses**

1. No public elementary or secondary school may hold a school-sponsored event after 6:00 p.m. on caucus day.
2. A school building may not be denied for use as a major political party precinct caucus if a written request is received at least 30 days prior to the caucus date.

C. **Political Elections**

1. District facilities, including parking areas, shall be made available for city, county, school district, state, and federal elections, subject to approval by the local election official.

902.00 Community Use of Buildings and Grounds

LEGAL REFERENCES:
Minn. Stat. § 123B.51
Minn. Stat. § 202A.19
Minn. Stat. § 202A.192
Minn. Stat. § 204B.16, subd. 6

CROSS REFERENCES:

LEGAL REFERENCES

Minn. Stat. § 123B.51 (Schoolhouse and Sites; Uses for School and Nonschool Purposes; Closings)

Minn. Stat. § 202A.19, subd. 4 (Caucus, School Schedule Preemption, Excusal From Employment to Attend (Use of public schooling buildings during major political party precinct caucus))

Minn. Stat. § 202A.19, subd. 5 (Caucus, School Schedule Preemption, Excusal From Employment to Attend (Limits on public school events during a major political party precinct caucus))

Minn. Stat. § 202A.192 (Use of Public Facilities)

Minn. Stat. § 204B.16, subd. 6 (Polling Places; Designation (Use of public facilities for a polling place))

CROSS REFERENCES:

902 MSBA/MASA Use of School District Facilities and Equipment
902.00.01 Procedures for Community Use of School Facilities

Questions? Reactions?

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Next Steps

- Request the review of Policy 902.00 - Community Use of Buildings and Grounds be returned to the Policy Work Group for additional discussion.
- Administration will convene a task force to seek input about permits.

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420.00 STAFF: MINNESOTA PAID LEAVE

I. POLICY PURPOSE:

The purpose of this policy is to inform employees of the Saint Paul Public Schools ("District") about their rights and responsibilities under the Minnesota Paid Leave ("MPL") law, effective January 1, 2026. The policy is designed to ensure consistent understanding and administration of MPL benefits, which provide partial wage replacement to eligible employees who take leave for qualifying reasons such as their own serious health condition, family care, bonding, safety leave, or military exigency.

This policy also outlines how MPL interacts with the District's existing leave programs, benefits, and employment practices. It provides guidance on eligibility, notification requirements, coordination with other leave laws, and employee responsibilities before, during, and after leave.

Through this policy, the District seeks to promote compliance with state law, support employees in balancing work and family responsibilities, and maintain operational continuity while fostering a healthy and equitable workplace.

II. GENERAL STATEMENT OF POLICY:

The Minnesota Paid Leave ("MPL") law establishes a state-run insurance program that provides partial wage replacement to eligible employees when they take leave for a qualifying reason. MPL is funded through premiums that are split between employers and employees. Employees can apply for leave from the St. Paul School District (the "District") and paid benefits from the state, as discussed below, and, if approved, the state will pay employees a portion of their usual wages during their leave as MPL benefits. The state, not the District, determines employees' eligibility to receive paid benefits and the amount of paid benefits that employees receive. This Policy provides additional information to employees about MPL, including notification requirements and how MPL interacts with the District's other leave policies and procedures.

The Board designates to the superintendent and their designees the authority to implement this and other leave policies to ensure compliance with state and federal law and all district procedures governing the approval and denial of leaves of absences.

Eligibility: To be eligible for leave under the MPL law, an employee must (a) have earned at least 5.3% of the statewide average annual wage in the past year, and (b) have worked 50% or more of the prior year in Minnesota, or, for employees who did not work 50% or more of the year in any one state, live in Minnesota.

Seasonal employees, as defined below, are not eligible for MPL.

Length of MPL: The benefits that an eligible employee will receive during a leave covered under the MPL law are calculated as follows, up to the maximum weekly benefit amount:

- 90% of wages that do not exceed 50% of the state average weekly wage; plus
- 66% of wages that exceed 50% of the state's average weekly wage but not 100%; plus
- 55% of wages that exceed 100% of the state average weekly wage.

Employees may calculate their estimated MPL benefits using this online calculator, which has been established by the Minnesota Department of Employment and Economic Development's ("DEED") Paid Leave Division.

An eligible employee may take up to 12 weeks of MPL per MPL leave and benefit year (the "MPL year") for their own serious health condition and up to 12 weeks of MPL per MPL year for bonding, safety leave, family care, and qualifying exigency, except that the total amount of MPL cannot exceed more than 20 weeks in a single MPL year.

Employees may take MPL in blocks or intermittently. For leave covered by both the federal Family Medical Leave Act (FMLA) and MPL law, except for bonding leave, intermittent leave may be taken in increments of no less than one hour. For bonding leave, and for MPL family and medical leave not covered by FMLA, intermittent leave may be taken in increments of no less than one calendar day. Leave based on a serious health condition of the employee or a covered family member may be taken intermittently only if such leave is reasonable and appropriate to the needs of the individual with the serious health condition. Employees may take up to no more than 480 hours of intermittent leave in the applicable MPL year.

Qualifying Reasons for MPL Leave: An eligible employee may take MPL leave for the following reasons:

- their own qualifying serious health condition;
- bonding with their child during the first 12 months after the child's birth, adoption or placement;
- providing care for a covered family member with a qualifying serious health condition;

- safety leave because of domestic abuse, sexual assault, or stalking of the employee or employee's covered family member; or

- any qualifying exigency arising from the active-duty service (or notice of an impending call or order to active duty) in the U.S. armed forces of an employee's covered family member.

Except for bonding leave, the period for which an employee is seeking MPL leave must be based on a seven-day qualifying event.

DEFINITIONS:

The following terms are fully defined in either the MPL law (Minn. Stat. ch. 268B) or the Minnesota Department of Employment and Economic Development Administrative Rules Regulating Paid Leave (Minn. R. ch. 3317). For employees' convenience, these definitions are summarized below but the full legal definitions apply to the District's administration of MPL:

A. "**MPL year**" means the period of 52 calendar weeks beginning the effective date of leave under the MPL law. For an effective date of leave that is January 1, April 1, July 1, or October 1, the benefit year is a period of 53 calendar weeks.

B. "**Bonding**" means time spent by an employee who is the biological, adoptive, or foster parent with a biological, adopted, or foster child in connection with the child's birth, adoption, or placement.

C. "**Child**" includes a biological child, adopted child, foster child, stepchild, child of a domestic partner, or child to whom the employee stands in loco parentis, is a legal guardian, or is a de facto custodian.

D. A "**covered family member**" means a spouse or domestic partner, child, parent or legal guardian, sibling, grandchild, grandparent or spouse's grandparent, a son-in-law or daughter-in law, and an individual with whom the employee has a personal relationship that creates an expectation and reliance that the employee care for the individual without compensation, whether or not the employee and individual reside together.

E. "**Grandchild**" means a child of the employee's child.

F. "**Grandparent**" means a parent of the employee's parent.

G. "**Health care provider**" includes an individual who is licensed, certified, or otherwise authorized under law to practice in the individual's scope of practice as a physician, physician assistant, podiatrist, osteopath, surgeon, advanced practice registered nurse, an alcohol and drug counselor, or a mental health professional.

H. "**Incapacity**" means inability to perform regular work, attend school, or perform regular daily activities due to a serious health condition or treatment or recovery from such condition.

I. "**Inpatient care**" means an overnight stay in a hospital, hospice, or residential medical care facility, including any period of incapacity, or any subsequent treatment in connection with such inpatient care.

J. "**Medical care related to pregnancy**" includes prenatal care or incapacity due to pregnancy or recovery from childbirth, stillbirth, miscarriage, or related health conditions.

K. "**Military member**" means a current or former member of the U.S. armed forces, including a member of the National Guard or reserves, who, except for a deceased military member, is a resident of the state and is a covered family member of the employee.

L. "**Qualifying exigency**" means a need arising out of a military member's active duty service or notice of an impending call or order to active duty in the U.S. armed forces, including providing for the care or other needs of the covered family member's child or other dependent, making financial or legal arrangements for the covered family member, attending counseling, attending military events or ceremonies, spending time with the covered family member during a rest and recuperation leave or following return from deployment, or making arrangements following the death of a military member.

M. "**Safety leave**" means leave from work because of domestic abuse, sexual assault, or stalking of the employee or the employee's covered family member, provided the leave is to:

- seek medical attention related to the physical or psychological injury or disability caused by domestic abuse, sexual assault, or stalking;
- obtain services from a victim services organization;
- obtain psychological or other counseling;
- seek relocation due to the domestic abuse, sexual assault, or stalking; or
- seek legal advice or take legal action, including preparing for or participating in any civil or criminal legal proceeding related, or resulting from, the domestic abuse, sexual assault, or stalking.

N. "**Seasonal employee**" means an individual who is employed for not more than 150 days during any consecutive 52-week period in hospitality by an

employer whose average receipts during any six months of the preceding calendar year were not more than 33% percent of its average receipts for the other six months of such year.

O. "**Serious health condition**" means a physical or mental illness, injury, impairment, condition, or substance use disorder that involves:

- inpatient care in a hospital, hospice, or residential medical care facility, including any period of incapacity; or

- continuing treatment or supervision by a health care provider, which includes any one or more of the following:

    - a period of incapacity of seven or more days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves treatment by a health care provider;

    - a period of incapacity due to medical care related to pregnancy;

    - a period of incapacity or treatment for a chronic health condition that (1) requires periodic visits (at least twice a year) for treatment by a health care provider or under orders of or referral by a health care provider; (2) continues over an extended period of time; and (3) may cause episodic rather than continuing periods of incapacity;

    - a period of permanent or long-term incapacity due to a condition for which treatment may not be effective and for which the individual is under continuing supervision of a health care provider (though may not be receiving active treatment);

    - a period of absence to receive multiple treatments by a health care provider for (1) restorative surgery after an accident or other injury, or (2) a condition that would likely result in a period of incapacity of more than seven calendar days in the absence of medical intervention or treatment.

III. NOTIFICATION REQUIREMENTS:

A. Eligible employees must notify the District in advance of the anticipated timing and duration of MPL leave and the type of MPL to be taken by making a leave request to the Benefits Team through PeopleSoft.

B. If the need for leave is foreseeable, employees must provide the District with at least 30 days' advance notice before the leave is to begin. Foreseeable qualifying events include, for example, an expected birth, placement for adoption or foster care; planned medical treatment for the employee's or covered family member's serious health condition; or other known military exigency. If an employee does not provide at least 30 days advance notice of foreseeable leave, the District may request that the employee explain the reasons why notice was not practicable.

C. If 30 days advance notice is not practicable for reasons such as a lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, notice must be given as soon as practicable. As soon as practicable means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case. When an employee becomes aware of a qualifying event less than 30 days in advance, it should be practicable for the employee to provide notice of the need for leave either the same day or the next business day that the employee recognizes the need for leave, unless the need for leave is based on a medical emergency.

D. The employee must inform the District as soon as practicable if dates of scheduled leave change or are extended or were initially unknown.

E. When an employee takes intermittent MPL, the employee must provide the District with a schedule of needed workdays off as soon as practicable and must make a reasonable effort to schedule the intermittent leave so as not to unduly disrupt the operations of the District.

F. The District may request certification of the reason for leave from the employee consistent with the MPL law, which the employee must provide as soon as practicable.

IV. STATUS REPORTS:

The employee must periodically update the Benefits Team about the employee's status and intent to return to work. This includes sending updated leave paperwork (in the event that the leave is being extended or if circumstances have changed), a return-to-work statement completed by a physician, and following all applicable guidelines from the Leave of Absence page here: https://www.spps.org/about/departments/human-resources/benefits/leaves-of-absence. Employees should send these communications to benefits@spps.org or call 651-767-8200 with questions.

V. APPLYING FOR MPL BENEFITS:

Employees who wish to submit an application for MPL benefits must first request leave from the District through People Soft and then complete any portion of the MPL paid benefits application form that is designated to be completed by the employee and submit the application for MPL benefits along with any necessary certifications (medical or otherwise) to the state. Employees enrolled in a District short-term disability program are required to submit a claim directly to the program administrator. The District will respond to requests for information about an employee's application for MPL benefits within seven calendar days of the request.

VI. BONDING LEAVE:

A. Eligibility for bonding leave ends 12 months after birth, adoption or foster placement, except that in cases where the child must remain in the hospital

longer than the mother, the leave must end within 12 months after the child leaves the hospital.

B. Employees also may use bonding leave before the actual placement or adoption of a child. For example, employees may be required to attend counseling sessions, appear in court, consult with their attorney or the doctor(s) representing the birth parent, submit to a physical examination, or travel to another country to complete an adoption.

VII. DISABILITY BENEFITS, SICK LEAVE, AND "TOP OFF PAYMENTS" AND MPL

A. An employee who is eligible for both disability benefits and MPL may receive disability insurance payments in addition to MPL benefits. Disability insurance benefits may be offset by MPL benefits paid to employees under the terms of the disability insurance plan.

B. An employee who has accrued sick or vacation time and applies for MPL may receive payments using their accrued time to supplement or "top off" their benefits paid by the state. For PML that occurs outside of the employee's regular contract year (such as summer break), the employee will not be allowed to "top off" or supplement their PML. Winter, spring break, or other workshop days are eligible for supplement using accrued time.

C. For Unions Groups with a "Sick Bank" of donated hours by fellow employees, any sick leave bank hours may only be credited if the applicant falls under the provisions within the contract (i.e., FMLA). Sick bank hours shall not be used to extend any leave of absence outside of the PML or FMLA entitlement.

D. The total amount of MPL benefits and vacation and/or sick time will not exceed an employee's usual salary. The use of vacation and/or sick time to supplement MPL benefits does not extend the length of MPL.

E. While awaiting the state's decision on a leave request, employees may choose to "top off" their pay using sick hours, vacation hours, or short-term disability pay. Employees are strongly encouraged to use the estimated pay calculator on the MPL website to determine their "top off" amount. If an employee uses excess sick or vacation hours or short-term disability pay and receives more than their usual salary, the District will not restore the already paid sick or vacation hours and the employee must repay any short-term disability overpayment. The employee is also required to report the overpayment to the state.

VIII. BENEFITS DURING MPL

A. During MPL, an employee's eligibility status for any group insurance policy or health care plan will ~~not change~~ transition from the active plan to the COBRA plan and the employee may continue their participation in such policy or plan. All employee contributions (if any) must be paid on a timely

basis to the District's third-party provider ("Benefit Resource, Inc." or "BRI") in order to maintain the continuous coverage of benefits. Contributions will be at the same level as if the employee was working. Coverage will cease if payments are not made within a thirty-calendar day grace period of the due date. Premium payments or policy coverage are subject to change.

B. Employees will continue to accrue vacation, and/or sick time only for hours paid by the district. Employees will not accrue vacation and/or sick time for any hours paid by the state. Holidays may only be "topped off" if the employee has elected to "top off" the rest of their PML leave.

C. During PML, if the employee chooses to supplement or "top off" the PML payments with accrued sick or vacation time, pension payments and any union dues will be deducted, along with any applicable taxes. Should the employee supplement with short-term disability payments or choose not to supplement, no pension payments or union dues will be collected, and the employee is responsible for contacting SPTRFA or PERA to purchase any pension credits.

D. During PML, any wage garnishments (i.e., child support, tax levies, etc.) or other required deductions will be taken from the employee paychecks as to the extent of the law. If earnings are below the legal threshold, and deductions cannot be made, it is the responsibility of the employee to contact the appropriate party to make any required payments.

IX. RETURN TO WORK

A. Reinstatement – At the conclusion of the leave of absence, an employee who has been employed by the district for ninety (90) or more days is entitled to be returned to the position the employee held when the leave began, or an equivalent position with equivalent benefits, pay and working conditions, provided that the employee returns to work immediately following such leave. For employees who have not completed 90 days of employment, MPL leave is not job-protected, and the District will determine reinstatement based on the circumstances of the employee's leave, the district's needs and other relevant factors.

B. Early Return – When it is foreseeable, an employee who intends to return to work earlier than anticipated must notify the Benefits Team at least one week prior to the date the employee is able to return. The Benefits Team shall in turn notify the employee's immediate supervisor.

X. FUNDING OF FAMILY MEDICAL LEAVE BENEFITS

In accordance with Minnesota state law, MPL benefits are funded through premiums split between employers and employees. An employee's portion of the premiums will be paid through payroll deductions at a prescribed amount from each eligible employee. The district shall pay 50% of the premium costs, as required by law; employees shall pay the remaining 50%.

XI. COORDINATION WITH OTHER LEAVES

If any employee is eligible for MPL and leave under any other District policy or applicable law, including the federal Family and Medical Leave Act and the Minnesota Pregnancy and Parenting Leave law, the leaves run concurrently unless prohibited by law and employees will be required to follow notice and documentation obligations under such policies or applicable laws in addition to the steps required for MPL.

XII. EMPLOYMENT RESTRICTIONS DURING MPL

A. While on MPL, the employee may not be employed by another employer during the same hours that the employee was normally scheduled to work for the district.

B. While on MPL for an individuals' own serious health condition, working at other positions (such as summer school, curriculum writing, extended day, extended school year, etc.) is not allowed. While on MPL for care of a family member or bonding leave, working of other positions must be approved, in writing, by the employee's supervisor and Human Resources, prior to the start of any such position.

XIII. RETALIATION PROHIBITED

The District will not discharge, discipline, penalize, interfere with, threaten, restrain, coerce, or otherwise retaliate or discriminate against any employee for requesting or obtaining benefits or leave, or for exercising any other right under the MPL law.

XIV. ADDITIONAL INFORMATION

If you have any questions about MPL or how to apply, please contact the Benefit Team or the MPL Contact Center at (651) 556-9999 or 844-556-0444 (toll-free) or by visiting https://mn.gov/deed/paidleave/about/contact-us/.

LEGAL REFERENCES:

Minn. Stat. § 268B (Paid Family and Medical Leave)
Minn. Stat. § 181.941 (Pregnancy and Parenting Leave)
Minn. Stat. § 181.9412 (School Conference and Activities Leave)
Minn. Stat. § 181.9413 (Sick Leave Benefits; Care of Relatives)
Minn. Statutes § 181.9414 (Bone Marrow and Organ Donation Leave)
Federal Family and Medical Leave Act (FMLA), 29 U.S.C. § 2601 et seq.

CROSS REFERENCES:

718.00 BRANDING~~: SUPPLIES/STATIONERY~~

I. POLICY PURPOSE

The purpose of this policy is to establish standards for the use and development of school and district logos and other branding standards.

II. GENERAL STATEMENT OF POLICY

A. ~~1.~~ Standards for use of school and district logos and other branding tools shall be determined at the direction of the Superintendent or the Superintendent's designee.

B. ~~2.~~ No school, administrative office or special program of the District shall design or ~~print~~ publish a new logo without approval. ~~stationery. No school, administrative office or special program of the District shall alter by additional printing uniformly designed letterhead supplies.~~ Schools, administrative offices, and special programs of the District shall ~~order letterhead stationery and envelopes through the Graphic Services Department~~ follow~~ing~~ district branding and identity standards.

LEGAL REFERENCES:

CROSS REFERENCES:

SPPS Policy 716.00 - District Advertising and Name or Logo Use

SPPS Policy 801.01 - Buildings and Grounds: Name Selection

812.00 SCHOOL EMERGENCY MANAGEMENT

I. PURPOSE

In accordance with Minnesota statute, the School district will develop, adopt, and maintain a crisis management policy and plan to guide School District and building administration, staff, students, School Board members, District families and community members in responding to a wide range of potential crises within the School District.

STATEMENT OF POLICY

1. The school district shall have in place a school district emergency management plan created in consultation with local community response agencies and other appropriate individuals or groups likely to be involved in assisting with a school emergency and employing the National Incident Management System (NIMS) and the Incident Command System (ICS) at the district and building levels. This policy and the school district plan shall be reviewed and updated annually by the School District Director of Security & Emergency Management. Each principal and site coordinator, as well as representatives of local municipalities and appropriate emergency personnel, will receive a copy of the crisis management plan.

2. Individualized school emergency operations ~~response~~ plans aligned to the school district all-hazard plan shall be developed, reviewed and updated by each school administrator annually ~~building in the district~~. This policy and the building plans shall be reviewed and updated by the District Director of Security & Emergency Management or designee.

3. All school district staff shall receive school safety training including specific instruction on implementing the school district-wide plan and relevant individualized school plan.

4. Each individual school building will conduct at least five fire evacuation drills, five lockdown drills, ~~and~~ one severe weather drill, and at least one cardiac emergency response drill every school year. All students and staff in the school district shall receive instruction and participate in the drills.

5. The Superintendent or Superintendent's designee shall create procedures for implementation of the District Emergency Operations ~~Management~~ Plan and the individualized school emergency management plans.

LEGAL REFERENCES:

Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 121A.241 (Cardiac Emergency Response Plan)

211.03 Student Voice in Decision Making

I. POLICY PURPOSE

Saint Paul Public Schools recognizes the importance of student voice in District decisions. The purpose of this policy is to establish a student committee (Committee) to support authentic student engagement.

II. GENERAL STATEMENT OF POLICY

The Board of Education values student input and is committed to ongoing engagement and involvement with students across Saint Paul Public Schools. Establishing a committee through board action and continuing board support of any established committee is critical to the ongoing work of empowering students in Saint Paul Public Schools to inform the district of critical issues.

~~**VALUING STUDENT PERSPECTIVES**~~

III.ESTABLISHMENT

The Board may, by resolution, establish a committee composed of students to advise the Board on issues concerning the district. The Board will ensure ongoing engagement and involvement with the Committee.

IV.ROLE OF THE COMMITTEE

The purpose ~~role~~ of the established Committee may include ~~is to~~:

- ~~Inform~~ Engaging students ~~of~~ on matters important to them,
- Designing and/or conduct engagement of the greater student body to collect feedback,
- Informing the Board and District administration of student perspectives, and
- Advising the Board and administration based on student outreach.

V. RECRUITMENT AND SELECTION

Recruitment and selection for the Committee will be held annually. The process will be intentionally designed to solicit participation from students with diverse perspectives.

VI. OPERATIONS

1. The Committee ~~will~~ shall be allocated an annual budget to support operations. ~~resources to effectively operate.~~
2. The Committee may appoint student representatives to participate with the Board at Board meetings. The process for such participation is to be agreed upon by the Committee and the Board, with details outlined in the Committee manual.

CROSS REFERENCES

211.01 Appointed Committees/Councils Advisory to the Board

211.02 Board of Education Committees

301.00 BOARD/SUPERINTENDENT RELATIONSHIP

Policy Purpose

The purpose of this policy is to establish and define the governance relationship between the Board of Education and the Superintendent by clarifying their respective roles, responsibilities, and lines of accountability in the leadership and administration of the school district.

General Statement of Policy

The Board of Education recognizes that effective district governance depends upon a collaborative and respectful partnership between the Board and the Superintendent. The Board is responsible for establishing the district's vision, policies, and strategic direction, while the Superintendent serves as the ex-officio and is responsible for implementing Board policies, managing the day-to-day operations of the district, and providing professional leadership. The Board and Superintendent shall work together in a manner that promotes transparency, accountability, mutual trust, and effective governance in support of student success and the district's mission.

1. The Board of Education is responsible for the care, management and control of the school district.
2. The Board shall employ a superintendent who shall serve as an ex-officio, nonvoting member of the school board and as Chief Executive Officer of the school district.
3. The superintendent is responsible for the management of the schools, the administration of all school district policies and is directly accountable to the Board of Education.
4. Directives from the Board to the superintendent shall be the result of formal Board action.
5. The superintendent may delegate responsibilities to other school district personnel but shall continue to be accountable for actions taken under such delegation.
6. Subject to the review of the Board, the superintendent shall use professional and personal judgment in all areas of responsibility not specifically prescribed nor covered by Board policy.
7. The Board shall annually collaborate with the superintendent to evaluate the superintendent's performance.
8. The Board of Education and the superintendent are committed to maintaining open, transparent, and effective communication. Together, they shall establish and maintain communication strategies and mutually agreed-upon protocols that ensure Board members receive timely, accurate, and relevant information, while supporting efficient operations, informed decision-making, and a strong governance partnership.

Adopted: 6/17/2008 Saint Paul Public School Policy: 301.00 Revised:
Revised: X/XX/2026

Cross References:
302.00 Superintendent Selection

LEGAL REFERENCES:

- **Minn. Stat. § 123B.143** *(Superintendent)*

902.00 COMMUNITY USE OF BUILDING AND GROUNDS

I. POLICY PURPOSE

The District supports community access to its school buildings and grounds when such use aligns with the District's mission and does not interfere with the **District's educational function**. This policy establishes the framework for authorizing, regulating, and managing community use of District facilities.

II. GENERAL STATEMENT OF POLICY

A. The ~~b~~Board of Education encourages broad community use of school facilities when such use does not disrupt or diminish the educational mission of the District ~~in keeping with the following general policies:~~

B. All facility use must comply with ~~Facilities may be used for purposes permitted by~~ Minn. Stat. § 123B.51 and ~~all~~ other applicable laws.

C. The administration shall implement this policy through procedure~~s~~ 902.00.01. ~~that include an appeals process~~

III. DEFINITIONS

A. **District's educational function:** Activities, operations, or events approved or supervised by the District that contribute directly to the District's educational mission.

B. **Administration:** Districtwide leadership responsible for implementing educational goals, managing operations, and directing District initiatives.

IV. EXPECTATIONS

A. The **administration** may authorize community use of District facilities and may establish reasonable conditions, restrictions, or requirements for such use.

B. Requests for facility use must be submitted through the District's Permits Office.

C. The Board may require rental fees, staffing fees, equipment fees, and/or deposits to cover costs and potential damages.

D. The Board shall ~~establish~~ maintain a schedule of facility-use rates ~~for use of school facilities. Such rates shall be~~ sufficient to offset the District's operational and maintenance costs~~. in operating and maintaining the facility during use.~~ Rates shall be reviewed at least ~~The Board shall review said schedule~~ every two (2) years or at such other times as determined by the Board ~~determines~~.

E. The ~~Superintendent~~ administration may waive fees for school-related groups whose ~~program is considered a part of~~ activities fall within the D~~d~~istrict's educational function.

F. All activities ~~shall be under~~ must be supervised by competent~~,~~ adults ~~supervision and the group using the school shall~~ . Users assume full responsibility for any damage to buildings, grounds or equipment.

G. The ~~board~~ administration shall cooperate with recognized social service agencies and other government ~~agencies in the use of its~~entities by providing facilities without charge during wartime or community emergencies.

V. ENFORCEMENT

A. Community users are expected to treat District property with respect and adhere to all facility-use rules. Users are responsible for any damage or loss. The District may require a certificate of insurance to ensure coverage for property damage or liability.

B. Political Party Precinct Caucuses

1. No public elementary or secondary school may hold a school-sponsored event after 6:00 p.m. on caucus day.
2. A school building may not be denied for use as a major political party precinct caucus if a written request is received at least 30 days prior to the caucus date.

C. Political Elections

1. District facilities, including parking areas, shall be made available for city, county, school district, state, and federal elections, subject to approval by the local election official.

LEGAL REFERENCES:

Minn. Stat. § 123B.51 (Schoolhouse and Sites; Uses for School and Nonschool Purposes; Closings)
Minn. Stat. § 202A.19 , subd. 4 (Caucus, School Schedule Preemption, Excusal From Employment to Attend (Use of public schooling buildings during major political party precinct caucus))
Minn. Stat. § 202A.192 (Use of Public Facilities)
Minn. Stat. § 204B.16, subd. 6 (Polling Places; Designation (Use of public facilities for a polling place))

CROSS REFERENCES:

902 MSBA/MASA Use of School District Facilities and Equipment

902.00.01 Procedures for Community Use of School Facilities

Board Packet: Information Item

To: Saint Paul Public Schools Board of Education
From: Stacey Gray Akyea, SEO, Equity, Strategy & Innovation

Date: 8/28/26

RE: B.I.G.G. Reporting Calendar

Please find attached the B.I.G.G. reporting calendar for Sy26-27. Notable revisions to the calendar include:

1. Switch the September and October presentations. Rationale: MDE revised the reading assessment and the results arrive later than usual; the results will be under embargo at the time of the September BOE. Math and reading will be presented together and moved to October.

District funds related to music and arts- The amount of the district funds dedicated to music and arts will increase from $243 per student in Fiscal Year 2025 to $284 per student by Fiscal Year 2029 as outlined in the SPPS district budget. Moved to September.

Reading proficiency-The percentage of SPPS students who are proficient in reading will increase from 34% in 2024 to 40% by 2029; as measured by the Minnesota Comprehensive Reading Assessments. Moved to October.

The percentage of SPPS students learning English as a second language who are proficient in reading will increase from 7% in 2024 to 15% by 2029, as measured by the Minnesota Comprehensive Reading Assessments. Move to October

Math proficiency-The percentage of SPPS students who are proficient in math will increase from 26% in 2024 to 31% by 2029, as measured by the Minnesota Comprehensive Mathematics Assessments.

2. Add new content

New program goals related to the framework for African American success requires regular reporting.
Other BOE priority HMong Project also requires regular reporting.

The calendar an be found at this link:
https://docs.google.com/document/d/e/2PACX-1vQvRIf80I6tJ1Ncleo5bxMww16V4nTMOY4nkxfEgolqdz1NWoP2ByUipPsv789_5TUy2J2b8IhY8uGT/pub

The progress monitoring calendar will be updated and can be found here:
https://docs.google.com/document/d/e/2PACX-1vT_30Ic6bvZ2Kgk5cpWlcfn7T2sBmOIKBhdwqVaXf1WJWl-2jG1Ea0--hKhVskLjpJ6C_MdafqSsh6-/pub