

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

October 20, 2026
5:30 PM

A G E N D A

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#BoldSubject#

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

DATE: October 20, 2026

TOPIC: Acknowledgement of Good Work Provided by Staff

A. PERTINENT FACTS:

1. Dawn French, Library Services Supervisor with the Office of Teaching and Learning, was awarded the 2026 Distinguished School Library Supporter Award at the Minnesota Library Association's (MLA) annual conference on October 8 and 9.

The Distinguished School Library Supporter Award honors a school library supporter who has made worthy contributions to the operations of an exemplary school library or contributed to advancing the role of the school library in an educational program.

When nominating Dawn for this award, SPPS Library Teaching Assistants Taylor Fischer and Heather Allison wrote:

"Dawn is a fantastic leader for librarians and library staff across SPPS and throughout the state. She has advocated for funding, staffing, and more equitable practices across Saint Paul Public Schools. Dawn has advocated for library staff across the district to eliminate checkout limits, which has increased library circulation across the district. Dawn also frequently advocates for librarians and tries to get more librarian positions across SPPS."

2. This item is submitted by Valora Unowsky, Senior Executive Officer of Academics.

B. RECOMMENDATION:

That the Board of Education recognizes the staff acknowledged above for their contributions and outstanding work.

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

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

**September 22, 2026
4:30 p.m.**

MINUTES

I. CALL TO ORDER

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

II. ROLL CALL

Board of Education: U. Ward, H. Henderson, B. Lowe, C. Franco
Y. Carrillo and C. Allen arrived at 4:35 p.m.
E. Valliant was absent.

Administration: Superintendent Stanley, K. Bergstrom, P. Pratt-Cook, K. Thao, J. Turner,
S. Gray Akyea, T. Sager, S. Dahlke, E. Wacker, T. Pryor, K. Vo, D.
Vongphachanh

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Ward and seconded by Director Lowe that the Board of Education close the special meeting and continue the meeting as a closed meeting pursuant to Minn. Stat. section 13D.05, subd. 3(b) to consider strategy for labor negotiations, including negotiation strategies, developments, discussion, and review of labor negotiation proposals for all bargaining units, including ASAP, Educational Assistants, Machinists, Nutrition Services Personnel, Principals, School and Community Service Professionals, Teachers, MMSA, PEA, SPSO, AFSCME, Bus Drivers, CCEA, Custodians, Tri-Council, Bricklayers, Carpenters, Cement Masons, Electricians, Glaziers, Painters, Pipe fitters, Plasterers, Plumbers, Roofers, Sheet Metal Workers, and Tri-Council Temps. Nutrition Services, Bus Drivers, Teaching Assistants, PEA, SPSO, MMSA, Custodians, AFSCME and Machinists, as is provided for by Minnesota Statutes Section 13D.03. The motion passed by acclaim.

V. NEW BUSINESS

The Board of Education and staff discussed the matter of strategy for labor negotiations for all bargaining units as is provided for by Minnesota Statutes Section 13D.03.

VI. MOTION TO OPEN MEETING

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

VIII. ADJOURNMENT

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

The meeting adjourned at 5:23 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625

Saint Paul, Minnesota

REGULAR MEETING OF THE BOARD OF EDUCATION

**360 Colborne Street
Saint Paul, MN 55102, and**

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

**September 22, 2026
5:30 p.m.**

MINUTES

1. CALL TO ORDER

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

2. ROLL CALL

Board of Education: H. Henderson, U. Ward, B. Lowe, C. Allen, Y. Carrillo, C. Franco
Superintendent Stanley

E. Valliant was absent.

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

The motion was approved by roll call vote:

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

4. RECOGNITIONS

BF 34802 Acknowledgement of Good Work Provided by Staff

1. Como Park Senior High School's **Christy McCoy** was named the 2026 Minnesota School Social Workers Association (MSSWA) School Social Worker of the Year.

Since 2002, Christy has served on MSSWA's Legislative Committee, and in 2008, she became the organization's Legislative Chair. Her passion and commitment to School Social Work are deeply rooted in advocacy, social justice, equity, inclusivity and empowerment.

Christy's leadership and dedication have made a lasting impact on students, families, school social workers, and communities across Minnesota.

2. SPPS Online School teacher **Sam Northey** has been named a Society for Science Advocate. The Society Advocate Program empowers educators to help students pursue original research opportunities and participate in science competitions, helping them build confidence, strengthen critical thinking skills and discover new pathways into science and engineering.

Recently, Sam participated in the 2026 Lake Superior Shipboard Science Immersion, a weeklong professional learning experience that brought Great Lakes educators aboard the U.S. Environmental Protection Agency's research vessel Lake Guardian.

Held on July 7–13 on Lake Superior, the program gave educators from every Great Lakes state firsthand experience with Great Lakes science. Participants worked alongside scientists to collect and analyze water and sediment samples, sample organisms from deep water and take part in science and learning activities aboard the vessel and on shore.

5. PUBLIC COMMENT

- | | |
|------------------------------------|---|
| 1. <u>Martin Hoerth</u> | Health insurance costs |
| 2. <u>Matt Mandell</u> | Level/sound of passing bells |
| 3. <u>Lisa McGuire</u> | Consideration of closing school on Election Day |
| 4. <u>Alli Kildhal</u> | Protections and support for immigrant students |
| 5. <u>Shawna Nielson</u> | Protections and support for immigrant students |
| 6. <u>Jill van Koolwijk</u> | Safety for SPPS students |
| 7. <u>Annie Pezalla</u> | Technology in schools |
| 8. <u>Megan Jaunich</u> | Educational technology and curriculum selection |
| 9. <u>Sarah Barker</u> | Sports |
| 10. <u>Peter Hendricks</u> | Unrepresented |
| 11. <u>Michelle Wall</u> | Data requests |

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

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

The motion was approved by roll call vote:

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

7. APPROVAL OF THE MINUTES

- A. Minutes of the Regular Meeting of the Board of Education of August 18, 2026
- B. Minutes of the Special Meeting of the Board of Education of August 18, 2026

MOTION: Director Ward moved approval of the Minutes of the Regular Meeting of the Board of Education of August 18, 2026 and the Minutes of the Special Meeting of the Board of Education of August 18, 2026. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

8. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of September 1, 2026

Topics at the September 1st, 2026 Committee of the Board meeting included:

- Facilities Portfolio Taskforce Update
- Txuj Ci Real Estate Market Study
- READ Act Update
- Policy Update
- Board Initiated Goals Governance Reporting Calendar

Full minutes of the Committee of the Board meeting can be found in the BoardBook, on the Board of Education website, or the full audio can be found online.

MOTION: Director Ward moved to accept the report on the September 1, 2026 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

B. Minutes of the Equity Committee Meeting of September 10, 2026

Topics at the September 10th, 2026 Equity Committee meeting included:

- Grounding and Introductions
- Operational Outlook
- District Strategic Framework
- Working Agreements

- Closing and Next Steps

Full minutes of the Committee of the Board meeting can be found in the BoardBook, on the Board of Education website, or the full audio can be found online.

MOTION: **Director Ward moved to accept the report on the September 1, 2026 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Henderson.**

The motion was approved by roll call vote:

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

9. FUTURE MEETING SCHEDULE

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

- January 6, 2026 (Annual Organizational Meeting at 4:00pm)
- January 20, 2026
- February 17, 2026
- March 17, 2026
- April 21, 2026
- May 19, 2026
- June 9, 2026 (Special re: Non-Renewals at 4:00pm)
- June 23, 2026
- July 14, 2026
- August 18, 2026
- September 22, 2026
- October 20, 2026
- November 17, 2026
- December 1, 2026 (Truth in Taxation Hearing at 6pm)
- December 15, 2026
- January 5, 2027 (Annual Meeting at 6pm)
- January 19, 2027
- February 16, 2027
- March 16, 2027
- April 20, 2027
- May 18, 2027
- June 15, 2027 (Special re: Non-Renewals at 4:00pm)
- June 22, 2027
- July 13, 2027
- August 17, 2027
- September 21, 2027
- October 19, 2027

- November 16, 2027
- December 7, 2027 (Truth in Taxation Hearing at 6pm)
- December 14, 2027

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

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

- January 5, 2027
- February 2, 2027
- March 2, 2027
- April 13, 2027
- May 4, 2027
- June 15, 2027
- August 4, 2027 – Wednesday (Primary Election)
- September 14, 2027
- October 5, 2027
- November 3, 2027 – Wednesday (Election Day)
- December 7, 2027

C. Equity Committee Meetings (4:30 p.m. unless otherwise noted)

- September 10, 2026
- October 14, 2026
- November 12, 2026
- December 10, 2026
- January 14, 2027
- February 11, 2027
- April 12, 2027
- June 3, 2027

10. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Dr. Stanley opened her announcements by reporting a smooth start to the third week of the school year and re-congratulating the district's Social Worker of the Year. She highlighted two upcoming community events, beginning with the SPPS Family Resource Fair taking place this Friday, September 25th, from 6:00 to 8:00 p.m. at Washington Tech. Additionally, she announced the St. Paul Cup on Friday, October 9th at Allianz Field, where Washington Tech Senior High School and Johnson Senior High School will compete in boys' (5:30 p.m.) and girls' (7:30 p.m.) soccer matches. She encouraged community attendance for both events, noting that tickets for the soccer games must be claimed online in advance.

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. Consent Agenda

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

The motion was approved by roll call vote:

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

1. Gifts

BF 34803 Acceptance of Gift from College Football Playoff Foundation

That the Board of Education approve the in-kind donation with a maximum value of \$50,000 towards a physical space enhancement at the Barack and Michelle Obama Middle School.

BF 34804 Acceptance of Gift from Global Arts Plus Upper PTA for \$5,000

That the Board of Education approve the funds from Global Arts Plus Upper PTA, in the amount of \$5,000 to be used by Global Arts Plus Upper to pay for the resident artist for 2025-2026 school year and that those funds be put to code: 19-528-291-000-5096-U001.

2. Grants

3. Contracts

BF 34805 Approve Perman Law Firm Consulting Agreement for Immigration Law Services Contract

That the Board of Education authorize the Superintendent (designee) to approve Contract Number 27-6647 with Perman Law Firm, PLLC, for immigration law services in an amount not to exceed \$340,000 for the period ending June 30, 2028.

BF 34806 Request to Sign the Concurrent Enrollment Contract with Saint Paul College for 2026-27

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Contract with Saint Paul College for 2026-27.

4. Agreements

BF 34807 Approval of Employment Agreement Between Independent School District No. 625 and Unrepresented Plan

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in the Unrepresented Plan; duration of said Agreement is for the period of July 1, 2026 through June 30, 2028.

BF 34808 Request to Sign Macalester College Student Employment Agreement

That the Board of Education authorize the Superintendent (designee) to sign the Student Employment Agreement between Saint Paul Public Schools and Macalester College.

BF 34809 Request to Sign the Agreement with Everfi for 2026-27

That the Board of Education authorize the Superintendent (designee) to sign the Agreement with Everfi for 2026-27.

BF 34810 Request to Sign the Agreement with the Finishing Trades Institute of the Upper Midwest (FTIUM) for 2026-27

That the Board of Education authorize the Superintendent (designee) to sign the Agreement with FTIUM for 2026-27.

BF 34811 Request to Sign the Concurrent Enrollment Contract with Minneapolis College for 2026-27

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Contract with Minneapolis College for 2026-27.

BF 34812 Request to Sign the Concurrent Enrollment JPA with Century College for 2026-27

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment JPA with Century College for 2026-27.

BF 34813 Request to Sign the MOU with Saint Paul College for ENGL 0922 (Fundamentals of Writing 2)

That the Board of Education authorize the Superintendent (designee) to sign the MOU for ENGL 0922 with Saint Paul College for 2026-27.

BF 34814 Request to Sign the MOU with Saint Paul College for MATH 0920 (Intermediate Algebra)

That the Board of Education authorize the Superintendent (designee) to sign the MOU for MATH 0920 with Saint Paul College for 2026-27.

BF 34815 Request to Sign the MOU with Saint Paul College for MATH 0910 (Introductory Algebra)

That the Board of Education authorize the Superintendent (designee) to sign the MOU for MATH 0910 with Saint Paul College for 2026-27.

BF 34816 Request to Sign the MOU with Saint Paul College for READ 0722 (Reading 2)

That the Board of Education authorize the Superintendent (designee) to sign the MOU for READ 0722 with Saint Paul College for 2026-27.

5. Administrative Items

BF 34817 Monthly Operating Authority

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

Human Resources Transactions

BF 34818 Transactions for August 1-August 31, 2026

BF 34819 Active Employee and Early Retiree Health Insurance

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners, effective January 1, 2027, at the proposed premium renewal rates.

BF 34820 American Indian Magnet DNR School Forest Designation

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

BF 34821 Auditorium Naming - Sandra Hall (Como Park Senior High School)

In accordance with Board procedure 801.01.2 - Dedication of Rooms or Areas, it is recommended that the Board of Education authorize the Superintendent (designee) to approve the dedication of a space by naming the auditorium at Como Park Senior High School in honor of the late Sandra Hall.

BF 34822 FY 2027 Indoor Air Quality Management Plan

That the Board of Education adopt the IAQ Management Plan by approval of this agenda item.

BF 34823 Revisions to Policy 719.01 - Cafeteria Responsibilities Policy

That the Board of Education approve the revisions to Policy 719.01 - Cafeteria Responsibilities.

BF 34824 Revisions to Policy 802.00 – Buildings and Grounds Management

That the Board of Education approve the revisions to Policy 802.00 – Building and Grounds Management.

BF 34825 Post Age-65 Retiree Health Insurance with HealthPartners

That the Board of Education approve a contract for retiree employee health insurance coverage with HealthPartners, effective January 1, 2027, at the proposed rates.

BF 34826 Phase Gate Approval of the 740 York Chiller Replacement (Project # 1140-27-01): Gate #3 – Project Budget

That the Board of Education approve the 740 York Chiller Replacement project (Project # 1140-27-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$1,180,000 and indicating direction to proceed with construction bidding.

BF 34827 Minnesota Department of Education Review and Comment – Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01)

That the Board of Education sign the Review and Comment Checklist Attachment 1 and authorize the Executive Director of Operations and Administration to submit the Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01) review and comment document to the Minnesota Department of Education for evaluation and authorization of the work.

BF 34828 Phase Gate Approval of the Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01): Gate #3 – Project Budget

That the Board of Education approve the Nokomis North Mechanical Systems Upgrades (Project # 1180-27-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$13,343,000 and indicating direction to proceed with construction bidding.

6. Bids

BF 34829 Phase Gate Approval of the 740 York Chiller Replacement (Project # 1140-27-01): Gate #4 - Contract Award

That the Board of Education approve the award of SCOPE at 740 York Chiller Replacement project (Project # 1140-27-01) to Trane U.S. Inc. for a lump sum base bid plus Alternate 1 of \$717,512.

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

A. 2027-2028 School Year Preliminary Property Tax Levy Certification

At the school board meeting, Superintendent Dr. Stacy Stanley introduced Senior Executive Officer Tom Sager to present the Saint Paul Public Schools (SPPS) preliminary property tax levy certification report for the 2027–2028 school year (Pay 27). Mr. Sager explained that local property taxes account for 20% to 23% of the SPPS budget and are determined by state legislation, local taxing jurisdictions, and county assessors. School levies are primarily driven by student enrollment, tax base changes, referendums, pension contributions, and capital facilities projects such as the SPPS Builds initiative. The preliminary Pay 27 levy includes a proposed increase of approximately \$17.5 million—or 6.89%—driven largely by facility investments and an MDE reconciliation for a prior-year OPEB levy adjustment. To preserve flexibility before final certification in December, the district recommended adopting the maximum

allowable levy amount by the September 30th deadline and scheduling the public Truth in Taxation meeting for December 1st, preceding final levy certification on December 15th.

The full presentation and board agenda item with details can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Director Henderson requested information about the rationale to certify the maximum levy instead of a lower levy, particularly when it involves property taxes. Response: School districts typically certify the maximum allowed property tax levy to maintain financial flexibility and prevent potential revenue loss if conditions change before the final budget is set. Because the maximum limit is established by state legislative formulas, certifying at this upper threshold ensures the district is not permanently bound to a lower figure. For example, if voters subsequently pass an operating referendum that increases funding, a district that previously certified at the maximum level retains the legal authority to capture those full, newly approved funds—whereas capping the initial estimate lower would prevent them from collecting that additional revenue.
- Director Henderson also requested information about the comparisons of levy data from across the metro and state. Response: Updated comparable data is not yet available but is expected within the next couple of months, likely prior to the Truth and Taxation hearing or framework discussion. Mr. Sager noted that while SPPS' own numbers have increased, relative positions often remain fairly consistent across districts if others experience similar increases. He also outlined that these comparative figures are derived from school district audits submitted to the Department of Education late in the fall, following the December submission deadline. Finally, he also confirmed that the district's audit is progressing nicely and remaining on schedule.

BF 34830 2027-2028 School Year Preliminary Property Tax Levy Certification

MOTION: **Director Ward moved to approve that the Board of Education certify the maximum allowable levy for taxes payable in 2027 as presented; and to set the required annual Truth in Taxation Hearing date for Tuesday December 1, 2026 at 6:00 PM. Director Allen seconded the motion.**

The motion was approved by roll call vote:

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

B. Project Labor Agreements

Kathy Wallace, Interim Director of Facilities, then reviewed this item, which included updates regarding the district's construction project labor agreements (PLAs), which are pre-hire collective bargaining agreements between Saint Paul Schools and labor organizations—such as the Saint Paul Building and Construction Trades Council—that establish standard employment terms and wage rates for specific projects. Used by the district since 2005 and supported by a 2009 agreement requiring contractor assent, PLAs ensure consistent pay aligned with district policy while preventing labor disruptions, strikes, or work

stoppages. The district generally considers PLAs for projects exceeding \$200,000; based on this standard, Ms. Wallace submitted recommendations for upcoming construction efforts, suggesting PLAs for several major initiatives while advising against them for a couple of specific playground projects.

Full details of the recommendations for these projects can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Director Franco requested more information on the rationale for the two projects in which a PLA is not recommended. Response: Playground replacement projects are relatively straightforward and low-risk compared to other capital efforts because they typically require only a single specialized contractor rather than multiple trades like electrical, mechanical, or carpentry. Because these installations can be completed in just a few weeks, the danger of exceeding summer construction timelines is minimal. Furthermore, even if a playground is delayed at the start of the school year, alternative outdoor play options remain available, making the impact far less critical than an unavailable classroom or building space. Due to these low schedule constraints and minimal operational risks, project labor agreements are generally not recommended for these initiatives.
- Director Franco expressed appreciation for the updates to the Project Labor Agreement (PLA) in the current recommendation, while raising questions about the selection criteria for projects where a PLA is not used. He requested further clarification on the bidding protocols and decision-making processes behind these choices. Additionally, he emphasized the importance of supporting Saint Paul's economy—specifically local, small, and minority-owned businesses—when PLAs are omitted, and expressed a strong interest in learning more about how the city intends to ensure those opportunities.
 - a. Projects in which a PLA is Recommended
 - i. FY27 Flooring Replacement Program (0225-27-01)
 - ii. Multiple Sites Pool AHU Replacement (0579-27-01)
 - iii. FY27 Instructional A/V (0680-27-01)
 - iv. Harding Senior High Athletics Improvements (1110-26-01)
 - v. Nokomis North Ventilation Upgrade (1180-27-01)
 - vi. Belvidere Early Learning Site Repairs and Improvements (2180-25-01)
 - vii. EXPO Lead in Water Remediation (3040-27-01)
 - viii. Crossroads Elementary Roof & Chiller Replacement (4120-27-01)

BF 34831 Projects in which a PLA is Recommended

MOTION: **Director Ward moved to approve the recommendation that a project labor agreement is used for these projects:**

- **FY27 Flooring Replacement Program**
- **Multiple Sites Pool AHU Replacement**
- **FY27 Instructional A/V**
- **Harding Senior High Athletics Improvements**
- **Nokomis North Ventilation Upgrade**
- **Belvidere Early Learning Site Repairs and Improvements**
- **EXPO Lead in Water Remediation**
- **Crossroads Elementary Roof & Chiller Replacement**

Director Henderson seconded the motion.

The motion was approved by roll call vote:

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

- b. Projects in which a PLA is Not Recommended
 - i. L'Etoile Du Nord Playground Replacement (1010-27-01)
 - ii. The Heights Playground Replacement (1120-27-01)

BF 34832 Projects in which a PLA is Not Recommended

MOTION: Director Ward moved to approve the recommendation that a project labor agreement is not used for these projects:

- L'Etoile Du Nord Playground Replacement
- The Heights Playground Replacement

Director Carrillo seconded the motion.

The motion was approved by roll call vote:

Director Valliant	Absent
Director Henderson	Yes
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	No

C. Policy Update

- a. THIRD READING: Policy 518.00 - Do Not Resuscitate / Do Not Intubate

Becky Schmidt, Director of Health and Wellness, then presented the third reading of the proposed Do Not Resuscitate (DNR) / Do Not Intubate (DNI) policy—which would be the school district's first official guidance on the matter. She outlined a recommendation not to honor DNR or DNI requests within the school setting. Because the district's primary mission is education, staff would continue to provide reasonable emergency care, immediately dial 911/EMS during a medical emergency, and contact parents or guardians. Existing accommodations under IEPs or 504 plans would remain completely unchanged. Should parents request a DNR or DNI order be honored, the district would provide them with a copy of this policy and explain the required procedures.

The full presentation and draft policy can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- None

BF 34833 THIRD READING: Policy 518.00 - Do Not Resuscitate / Do Not Intubate

MOTION: **Director Ward moved to approve the proposed new Policy 518.00 - Do Not Resuscitate / Do Not Intubate at the September 22, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three-reading process. Director Allen seconded the motion.**

The motion was approved by roll call vote:

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

b. THIRD READING: Policy 719.00 - Food Service

Stacy Koppen, Director of Nutritional Services, then provided the third reading of this policy. The revised policy incorporates updated formatting, aligns with current legal references, and replaces outdated language from a 2008 revision to explicitly communicate that the district participates in compliant meal programs. Under these revisions, the district commits to operating a food and nutrition services program designed to support student health, well-being, and equal access, while participating in feasible federal programs such as breakfast and lunch initiatives. Additionally, the policy authorizes the superintendent or her designee to implement administrative rules for compliant operations and reinforces student confidentiality alongside equitable, non-discriminatory program administration.

The full presentation and draft policy can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- None

BF 34834 THIRD READING: Policy 719.00 - Food Service

MOTION: **Director Ward moved to approve the proposed revisions to Policy 719.00 - Food Service at the September 22, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process. Director Henderson seconded the motion.**

The motion was approved by roll call vote:

Director Valliant	Absent
Director Henderson	Yes
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	No

c. THIRD READING: Policy 802.02 – Petitions for Consent for Rezoning

Kathy Wallace, Interim Director of Facilities, outlined how the district responds when approached by landowners or city planning regarding proposed land-use changes near school sites. The updated policy is revised from the 2008 version by adding a formal purpose, a general statement, and explicit evaluation criteria for assessing potential impacts on schools. Under implementation, the policy clarifies that the board or its designee will review proposals, requires petitioners to submit detailed site plans and traffic impact studies, and outlines three distinct response pathways: issuing a neutral consent with a formal disclaimer when no adverse effect is found, declining to sign while reserving the option to explain concerns to the City of Saint Paul or other entities, or providing oral/written testimony at planning commission and city council hearings. Finally, the update adds legal reference titles and formally defines key terms, including "adverse impact," "consent of adjoining property," "land use zoning," and "school sites."

The full presentation and draft policy can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Director Allen noted to the staff members and aspiring administrators tuned in to learn about the policy-making process, noted that while a third reading can seem dry, it is actually the final step of a rigorous cycle. Before reaching this stage, policies undergo extensive discussion during committee meetings, where school board members and administration thoroughly analyze, debate, and revise the text. By the time a policy arrives at its third reading, public feedback and board input have already been integrated, leaving only final wording checks before approval.

BF 34835 THIRD READING: Policy 802.02 – Petitions for Consent for Rezoning

MOTION: **Director Ward moved to approve the proposed revisions to Policy 802.02 – Petitions for Consent for Rezoning at the September 22, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process. Director Carrillo seconded the motion.**

The motion was approved by roll call vote:

Director Valliant	Absent
Director Henderson	Yes
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes
Director Franco	No

12. INFORMATIONAL AGENDA ITEMS

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

Dr. Stanley and Senior Executive Officer Sager then introduced and presented this report to detail the progress on its board-initiated governance goal for music and arts funding. The original objective aimed to increase dedicated district funding from \$243 per student in FY25 to \$284 per student by FY29, utilizing specific UFARS accounting dimensions (212 for art and 258 for music) alongside enrollment estimates to track allocations. Senior Executive Officer Sager announced that for the FY27 budget, the district allocated \$8,957,000 across 30,719 students, reaching \$292 per student—an increase of \$14 per pupil from the previous year. Consequently, the district met and exceeded its FY29 target two years ahead of

schedule by \$8 per student, while also highlighting additional arts programming such as magnet schools, middle and high school course offerings, extended day programs, and districtwide celebrations.

The full presentation can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Director Ward question the deeper context behind meeting the district's funding goals for arts and music education. While acknowledging that two or three monetary targets have now been reached, he urged the Board to look beyond mere dollar amounts and analyze what these numbers actually represent—such as whether course offerings have increased, resource allocation has shifted, or next steps are being planned. Ultimately, he emphasized that the underlying intention of these goals is to ensure robust, consistent, and equitable access to arts and music for all SPPS students, calling for a broader conversation on how to better measure actual student access and program quality in future years now that the initial financial metrics have been satisfied.
- Director Carrillo noted maturing the approach to future goal setting by moving beyond basic completion or monetary metrics toward evaluating real-world impact. Drawing a parallel to assessing technology's role in education, he emphasized the need to understand how investments—specifically in arts and music programs—tangibly affect students. He noted that future goals should not merely track participation numbers or check boxes to close out projects, but should instead measure student progression, meaningful engagement, cultural connection, community integration, and mental health benefits. Ultimately, he advocated for setting higher, more meaningful targets that link investments directly to richer, more holistic student experiences.
- Director Ward expressed gratitude for the collaboration that led to successfully meeting a major district goal, and he highlighted that a budget reflects a community's core values—in this case, a shared commitment between the board and the public to prioritize music and arts education. Looking forward, he invited staff to share anecdotes or insights on how this investment is currently impacting schools, while acknowledging that full details may require further discussion. As the board prepares to navigate its relatively new governance model and transition from a completed goal to the next iteration, he expressed excitement about developing this next phase and continuing to refine the district's strategic priorities.
- Ms. Unowsky expressed excitement about the current data regarding course numbers and suggested that a year-over-year comparison would provide a clearer picture of student impact alongside financial results. She offered to collaborate with the Teaching and Learning department to gather this data and prepare a written report for distribution to all board members.

B. K-12 Summer Learning

Saint Paul Public Schools leaders Dr. Adam Koonz and Tony Walker presented an update on the district's robust summer learning and community education initiatives aimed at closing opportunity gaps. Summer school programming served nearly 12,000 K–12 students, with a overall drop in enrollment attributed to a positive trend: higher core course passing rates during the regular school year led to fewer high school students requiring credit recovery. K–8 and high school offerings featured key updates, such as shifting to a teacher-developed math curriculum, adding college and career exploration to middle school transition courses, launching "SideQuest" to provide expanded elective choices, implementing targeted Tier 1 and Tier 2 literacy interventions on day one, and offering experiential high school programs like the 9th-grade Identity Project alongside 145 summer graduates. Concurrently, Community Education reached over 10,500 youth and adult participants through more than 700 courses, including Adult Basic Education, full-

day Discovery Club childcare, nature-focused Early Childhood Family Education, and the CDF Freedom School. Additional community efforts provided targeted after-school programming at high-need schools, enrichment for students with special needs, paper-based pen-pal packets to encourage offline writing, and extensive food services that served over 221,000 summer meals and snacks across 50 citywide locations.

The full presentation can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Director Lowe commended the team's innovative use of FastBridge data in planning summer programming for the STEAM program, noting that this level of data-driven insight is rarely seen. He suggested assessing the success of this approach and potentially expanding it to other summer initiatives, highlighting that scaling this strategy could significantly benefit students over the long term.
- He also commended the reduction in the failure rate that is keeping students out of credit recovery for the summer, and equated that to the work done around grading for equity, and thanked the teachers invested in that work.
- He also noted an information request about the data of students with McKinney-Vento, and the number of students accessing summer programming as a supportive connection to the community and an increased sense of belonging in our district.

C. Policy Update

a. SECOND READING: Policy 420.00 - Minnesota Paid Leave

During the second reading of the Minnesota Paid Leave policy, which was originally adopted on an emergency basis in November 2025, the speaker presented clarifying updates to ensure consistent guidance for employees without introducing new changes since the first reading. Key revisions include reminding staff to submit short-term disability claims directly to the carrier under Section 5, and directing employees in Section 8 to use the district website's calculator to determine required top-off hours. Additionally, the district reinforced that used sick or vacation balances will not be restored, and employees must repay any overpayments in accordance with state law to prevent earning more than their normal salary. Finally, the updates clarify that employees transitioning into unpaid status under Minnesota Paid Leave or FMLA will be referred to a third-party COBRA administrator to submit their active-rate insurance premium payments; while the district will maintain its contribution toward coverage for the duration of the approved leave, failure to submit payments within 30 days will result in termination of insurance coverage.

The full presentation and draft policy changes can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Director Carrillo addressed a minor clerical error on pages 5, 6, and 7 of the meeting presentation, noting that the top header incorrectly lists "Policy 416" instead of the correct "Policy 420" for drug and alcohol testing for all employees. They clarified that the underlying policy documents in the presentation board books are correctly labeled as Policy 420 and that the typo does not impact the substance of the proposed changes. The correction was made for public clarity to avoid confusion.

b. SECOND READING: Policy 718.00 – Branding

This second reading of Policy 718.00 proposes an update to modernize language last revised in 2008 by expanding its scope beyond traditional stationery and supplies to reflect current district branding practices. The policy establishes clear standards for the use and development of both district and individual school logos, encompassing guidelines for colors, fonts, layouts, and general publication approvals. Additionally, it updates departmental references to align with the current print, copy, and mail center operations and introduces cross-references to Policy 716.00 (district advertising and logo use) and Policy 801.01. No changes were made to the policy since its first reading.

The full presentation and draft policy changes can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- None

c. SECOND READING: Policy 812.00 - School Emergency Management

During the second reading of proposed updates to the school emergency management policy, staff presented changes primarily driven by a new statutory requirement mandating that school districts and charter schools implement a cardiac emergency response plan aligned with a state model by the 2026–2027 school year. This statute outlines seven core requirements: establishing a cardiac emergency response team, strategically placing AEDs to ensure a response time under three minutes, routinely maintaining AEDs, distributing the plan to staff and local EMS, conducting annual cardiac emergency response drills for staff and students—starting immediately with before- and after-school sessions—requiring annual board evaluation of the plan, and defining protocols for school-sponsored athletic and extracurricular events both on and off campus. Additionally, minor language updates were incorporated to align the policy with the district's standard response protocols under the a foundation's framework, adjusting references to emergency operations plans, clarifying annual review duties for administrators, and adding the relevant legal references.

The full presentation and draft policy changes can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- None

d. SECOND READING: Policy 211.03 - Student Voice in Decision Making

During the second reading of the Student Voice and Decision Making Policy—which had not been revised since 2016— Director Franco noted the updates to the text to align with its current policy format, added a "general statement of policy" committing the district to involving students in decision-making on critical issues, and cleaned up the overall language. To improve readability, the original single-paragraph policy was restructured into four distinct, titled sections: General Statement of Policy, Establishment, Role of the Committee, Recruitment and Selection, and Operations. While most core language remained unchanged, key updates included replacing the committee header "valuing Student Perspectives" (now integrated into the general statement), changing the committee's function list from required to permissive ("may include"), switching operational language from "will" to "shall," and replacing a subjective clause about resource allocation with specific language stating the committee shall receive an annual budget tied to the district's annual budgeting process.

The full presentation and draft policy changes can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- None

e. SECOND READING: Policy 301.00 - Board / Superintendent Relationship

Director Franco presented an update to Policy 301.00, governing the relationship between the board and the superintendent, marking its first revision since 2008. The updated policy adopts a standardized format by adding a clear purpose—establishing the formal relationship between the two entities—and a general statement defining their distinct roles, with the board delegating implementation and adherence responsibilities to the superintendent as an ex officio member. Reflecting outcomes from the 2026 board retreat and committee discussions, the revision adds a new provision committing both parties to open, transparent communication and mutually agreed-upon protocols to support informed decision-making and strong governance. Finally, cross-references were added for the upcoming superintendent selection process alongside updated legal references.

The full presentation and draft policy changes can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- None

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

- Director Ward proposed adding a future agenda item to discuss next steps for goals the group has already met. This discussion would focus on defining what it means to complete a goal and determining whether to continue, amend, or sunset each objective. The team plans to refine this idea—whether by establishing a formal review process or holding a dedicated meeting—before bringing a finalized proposal forward.
- Director Carrillo suggested maintaining a continuous "bucket of ideas" for organizational goals, allowing them to be dynamically reprioritized as circumstances evolve throughout the year. Rather than confining goal setting to a single annual review, this approach enables ongoing discussion so that high-priority items can naturally emerge and be addressed as conditions change.
- Director Lowe reiterated his requests for McKinney-Vento supports throughout summer session and summer programming.

B. Board of Education Committee/Work Group Reports

C. Board of Education Reports/Communications

- None

14. ADJOURNMENT

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

The motion was approved by roll call vote:

Director Valliant

Absent

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

The meeting adjourned at 8:07 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

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

**September 22, 2026
4:30 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 8:00 p.m. by Chair Ward.

II. ROLL CALL

Board of Education: U. Ward, H. Henderson, B. Lowe, C. Franco, Y. Carrillo and C. Allen
E. Valliant was absent.

Administration: Superintendent Stanley, K. Bergstrom, P. Pratt-Cook, K. Thao, J. Turner,
S. Gray Akyea, T. Sager, S. Dahlke, E. Wacker, T. Pryor, L. Olson, M.
Sullivan, V. Unowksy

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Ward and seconded by Director Franco that the Board of Education close the special meeting and continue the meeting closed meeting to consider and discuss consider security briefings and reports relating to emergency response procedures regarding concerns affecting students and families, as is provided for by Minnesota Statutes Section 13D.05; and to also consider attorney-client privilege matters, as is also provided for by Minnesota Statutes Section 13D.05, relating to September 23, 2026 letter from Upper Midwest Law Center to Office of Civil Rights and McKay vs. ISD 625. The motion passed by acclaim.

V. NEW BUSINESS

The Board of Education and staff discussed the matter of security briefings and reports relating to emergency response procedures regarding concerns affecting students and families, as is provided for by Minnesota Statutes Section 13D.05; and to also consider attorney-client privilege matters, as is also provided for by Minnesota Statutes Section 13D.05, relating to September 23, 2026 letter from Upper Midwest Law Center to Office of Civil Rights and McKay vs. ISD 625.

VI. MOTION TO OPEN MEETING

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

VIII. ADJOURNMENT

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

The meeting adjourned at 9:23 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota

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

October 6, 2026
4:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:30 p.m. by Chair Ward.

2. ROLL CALL

Board of Education: U. Ward, C. Franco, Y. Carrillo, C. Allen, B. Lowe, H. Henderson
E. Valliant was absent.

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

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

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

4. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley noted the upcoming Saint Paul Cup soccer game on Friday at Allianz Field, with a girls game and a boys game, and confirmed that tickets are remaining and free for community members. Director Ward noted that he is looking forward to the game and attending with his family.

4. IPAD USAGE

To address school board and community concerns regarding student iPad usage, district administrators and legal counsel delivered an update outlining current technology data, expenditures, and digital safety policies. While comprehensive individual screen-time metrics are not yet available, the district plans to roll out enhanced analytics through its vendor, Securly, by Spring 2027 to provide anonymized usage data in compliance with Minnesota's Student Data Privacy Act (HF 2353). Current data shows middle and high school students spend an average of 2.5 to 3.1 hours daily on Schoology, while elementary students utilize iPads strictly in the classroom for tools like Seesaw. Financially, the district manages its 1-to-1 iPad program via a four-year, zero-percent interest Apple lease totaling \$18 million (\$4.5 million annually), alongside digital curriculum and software investments averaging \$45 per student per year. In response to feedback on digital safety, the district has implemented several restrictions, including blocking YouTube and disabling email for young elementary students, restricting AI search features, making parental control

management available through the Securly app, and maintaining a public database of all district-approved educational applications.

The full presentation can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Director Henderson requested information on ways in which students communicate with one another, specifically through Google Docs, and if there are mechanisms in place to be able to limit how documents can be shared amongst students. Response: It is something that we are discussion and looking into the controls of those documents, and working with Google.
 - Director Henderson requested further information on the occurrences, and if iPads are going to be continue to be used in class, it would be a wise investment to monitor this. She also requested information on usage of apps that are not district apps or programs, and how often students are accessing the internet. Response: Recent changes in privacy laws have directly impacted real-time tracking capabilities, prompting ongoing collaboration with legal teams and software providers like Securly to determine appropriate monitoring practices. Student monitoring now requires just cause and clear transparency, creating a delicate balance with daily school operations. While tools like the Securly Home app grant parents visibility into their children's activities, technology remains a "best effort" solution that cannot replace direct human involvement. Rather than relying solely on automated website blocking, effective device management depends on holistic communication involving school administrators, social workers, and parents to address issues directly. Additionally, recent restrictions were placed on student email access to curb ongoing issues, limiting full email capabilities primarily to older students participating in specific school groups or clubs rather than elementary students.
- Director Henderson also requested information about AI usage, and mechanisms in place, understanding that AI use is prevalent, and how we moderate it for our high school students. Response: Staff highlighted the school district's multifaceted approach to managing student technology use and maintaining academic integrity. They noted the use of detection tools like Turnitin to identify AI-generated plagiarism, alongside digital citizenship training and network restrictions designed to block inappropriate access or tools. However, staff emphasized that monitoring technology requires ongoing communication, as students frequently adapt tools in unexpected ways—such as turning an educational music app into a social platform. Ultimately, addressing these gap areas relies on open conversations and collaborative work with individual schools to respond to misuse as issues arise.
- Director Carrillo requested additional information on Securly and their license. Response: Securly functions primarily as a web content filter designed to control web activity rather than monitor applications or manage internal systems, operating only on a ticket-submission basis for support. To assess student distraction levels outside internal platforms while remaining compliant with privacy laws, the district relies on a distinct tool called Securly Reveal. This separate product, which is already functional on Android platforms and currently awaiting Apple integration, uses data-masking technology to share student analytics completely anonymously without exposing individual identities.
 - He also requested information on the data privacy with Apple products. Response: We have spoken with the Apple team, and their philosophy is that they do not want data weaponized against individuals, and one of the reasons they do not track it.
 - He also inquired about the expected spring metrics from Securly after data collection begins without anonymization. Mr. McHenry clarified that while specific metrics are not yet

finalized, the anticipated data will likely include YouTube usage statistics such as visit frequency, average daily videos watched, and video lengths, noting that Securly Reveal's website features case study demos from other districts.

- Director Carrillo then expressed frustration—echoing common parent sentiments—over the lack of accountability and meaningful educational outcome metrics from edtech companies, contrasting these limitations with the district's strict emphasis on instructional quality and teacher training. Finally, he also highlighted how tech-savvy students bypass Securly filters using emulated web browsers or coding sites, urging the team and school board to proactively address these filtering loopholes and ask tough questions regarding the true impact of these digital tools on students.
- Director Franco sought clarification on device management capabilities, initially understanding the focus to be restricting app downloads and web access. Administration staff clarified that the current system focuses on usage awareness and screen-time tracking rather than strict blocking, though efforts are ongoing to address current restriction gaps. Director Franco then questioned whether these limitations and bypasses are unique to the district's \$17 million iPad investment or if alternative 1-to-1 devices like Chromebooks offer more reliable controls to reduce distractions. Staff noted that no foolproof operating system exists because users inevitably find workarounds.
- Mr. McHenry noted that as a member of the Minnesota Technology Leaders group, who engages with various industry leaders, he highlighted that both technology management challenges and their solutions are inherently multi-layered and involve multiple stakeholders. No single technological solution can eliminate every risk; for instance, web filtering tools like Securly serve specific purposes—such as blocking access to uninstalled applications like YouTube—but overall security requires a combination of technology, operational policies, and user behavior management. Because human-initiated actions present risks that technology alone cannot solve, any effective strategy must address both people and systems. Furthermore, no hardware platform is flawless; while Chromebooks have historically faced issues like intentional physical damage, iPads maintain significant financial advantages, such as strong resale value (e.g., yielding \$2.3 million after four years to reinvest in future hardware). Ultimately, there is no magic fix or perfect operating system when using the internet, and technology leaders must balance trade-offs, conduct research, and evaluate long-term financial and operational metrics when making decisions for school boards or organizations.
- A board members acknowledged that their current offerings fall short of both community and internal expectations, despite understanding the technical limitations of the product. While existing Schoology data shows students spending two to three hours on devices at the middle and high school levels, they emphasized that the board needs deeper insight into both the total volume and the specific quality of that time. Respecting data privacy concerns, they draw a comparison to Chromebook monitoring tools like Securly Reveal and inquire whether an upcoming spring update for student iPads will provide a broader, meta-level understanding of student device usage to better align with these goals, a possibility confirmed by the respondent.
- The team is currently targeting a spring 2027 release date for an iPad version of an existing tool, pending vendor confirmation and execution. While the core functionality exists today, the iPad implementation requires a different tracking approach due to Apple's platform limitations. Vendors have indicated that the application will be able to track specific user activity—such as identifying which apps were used and for how long—though the team remains cautious about whether these technical capabilities will be fully delivered as promised and will continue providing updates as new information becomes available.

- During the discussion, a board member raised a question regarding the financial assumptions surrounding instructional technology, specifically questioning whether delivering curricula via iPads is truly less expensive than using traditional paper textbooks. They noted that since some community members have suggested eliminating iPads entirely in favor of printed materials, the board needs a clear cost-benefit analysis comparing both approaches—especially given current budgetary constraints. After acknowledging that this cost data was not immediately available, there was a request that a detailed breakdown comparing the costs and potential savings of digital versus paper-based instructional materials be provided for future decision-making, which was confirmed as a topic to be addressed later in the presentation

The Office of Teaching and Learning (OTL) is actively partnering with technology leaders, educators, families, and student groups to evaluate and refine digital learning across Pre-K through high school, prioritizing intentional, active engagement (“purpose over presence”) and the integration of core competency skills (the Four Cs) over passive device use. To address post-COVID device reliance, the district is conducting a comprehensive audit to balance digital integration with traditional paper-and-pencil learning—ensuring technology supports personalized development without replacing foundational teacher instruction. Current usage varies widely across grade levels and subjects: early childhood settings adhere strictly to state screen-time limits with controlled classroom device carts, while elementary and middle school subjects utilize technology for targeted, short intervals (e.g., 6–8 minutes daily for literacy apps, 20 minutes thrice weekly for math, and variable durations for block-period ELA/collaborative tasks). Moving forward, OTL is collaborating with regional leadership networks and parent advisory committees to establish concrete screen-time guidelines, examine social-emotional impacts, refine digital citizenship and AI frameworks, and expand family-facing resources and districtwide surveys to guide future policy decisions.

QUESTIONS/DISCUSSION:

- Director Henderson requested further context on the number of minutes per day with engagement of devices, and what short durations of screen time, such as five minutes, represent within elementary and high school schedules. Response: These brief intervals refer to focused “time on task” rather than open-ended device use. At the elementary level, students primarily engage with interactive and adaptive learning tools—such as watching a five-minute virtual science experiment—rather than using devices to create original content. This approach leverages technology to boost student engagement and deliver personalized, responsive learning experiences tailored to accelerate individual progress
- During a five-minute science task using an iPad, a student typically engages with digital curriculum resources tailored to their grade level and specific learning standards. The task often centers on observation and inquiry, such as watching a short video clip of animal species in their natural environment or exploring digital experimental materials. As they view or interact with the media, the student responds to scaffolded, inquiry-based questions directly on the device—such as “What did you see?” or “What do you wonder?”—to connect the visual experience with prior classroom learning. Similar to digital tasks in reading or adaptive math, the student primarily acts as an active receiver, processing short multimedia content and answering real-time interactive prompts to demonstrate skill progression within that brief timeframe.
- Staff also highlighted the nuanced ways technology—specifically iPads—is integrated into classroom instruction, emphasizing that screen time varies widely (from 0 to 10 or 50 minutes) based on a teacher’s specific instructional style, such as using individual devices instead of a shared class screen or utilizing small-group rotations. The Office of Teaching and Learning

explains that while they endorse a curriculum with set targeted device minutes, they still need to collect data across school buildings to determine actual usage frequency. Crucially, leadership is reinforcing a strict policy that iPads are intended strictly for structured learning rather than open-ended free time; during breaks or downtime, students are encouraged to engage in non-digital activities like reading, coloring, or collaborating face-to-face.

- The initial phase of this initiative focuses on establishing clear timelines and identifying goals for gathering baseline information. To address frequent warning signs or misuse, the Division of Schools and the Division of Academics will collaborate to support educators and school buildings, recognizing that managing devices adds complexity to classroom management. Rather than imposing immediate, top-down restrictions or mandates, the approach prioritizes understanding current practices first. This ensures support is tailored to where teachers fall on the continuum of device usage while preserving positive learning experiences and maintaining equitable access for all students.
- The conversation centers on evaluating the true return on investment of educational technology, emphasizing that digital tools should enhance rather than drive or replace actual learning. While technology cannot be eliminated entirely, schools and parents must ensure its application remains intentional, purposeful, and effective at reinforcing core curriculum rather than serving as a default standard. To monitor whether these digital investments are genuinely delivering value, parents are encouraged to maintain open communication with teachers, who serve as the primary resource for detailing how specific tools impact an individual student's progress. Moving forward, ongoing assessment of tech usage is necessary to reduce unnecessary reliance on digital tools and hold curriculum vendors accountable.
- Board members also discussed district-level screen time limits for elementary students—specifically a target maximum of 45 minutes per day—and addressed concerns regarding oversight and classroom implementation. Board members questioned how the district ensures teachers adhere to approved curricula and screen limits, given that board members lack direct access to monitoring dashboards like Securly. In response, administration confirmed that the Office of Teaching and Learning and school principals reinforced these guidelines with all staff during back-to-school preparations. They explained that the district is actively inventorying used apps and gathering context through teacher surveys and principal feedback, with plans to present a comprehensive update by spring. Additionally, a broader goal was established to achieve full clarity regarding iPad and app usage by spring 2027, allowing the district to implement any necessary process changes or policy adjustments based on the collected data.
- Director Carrillo noted expanding an upcoming staff survey on student technology use to include parents and middle and high school students to gain a comprehensive, cross-sectional view of digital health and usage across Saint Paul Public Schools. Rather than relying on anecdotes, blame, or internal assumptions, this surveying—planned for late fall in collaboration with Research, Evaluation, and Assessment (REA)—aims to capture lived experiences and community needs directly from families, students, and educators. By engaging stakeholders beforehand to craft the right questions, the district can gather meaningful data by spring to guide well-informed, supportive digital interventions that align with community realities and budget constraints.
- Director Allen expressed concern over the district's move toward restrictive technology policies, cautioning against cutting off access before students are taught how to use digital tools effectively and meaningfully. Reflecting on past teaching experiences, the discussion highlights how classroom technology has often been reduced to digital worksheets rather than leveraged for innovative, skill-building instruction. Drawing a parallel to historical digital divides, she emphasized that simply limiting screen time risks widening equity gaps for students—particularly

students of color—and leaving them unprepared for higher-paying STEM fields and an increasingly advanced technological landscape. Ultimately, the conversation frames the core challenge as an instructional one, stressing the need for strong digital pedagogy and professional development so teachers can integrate technology in engaging, purposeful ways without falling into passive screen time.

- Director Allen also emphasized the importance of empowering students as both creators and critical thinkers through intentional, evidence-based practices that maximize the educational potential of technology like iPads, rather than simply attempting to restrict its use. Drawing parallels to past student behaviors—such as passing notes or flicking paper footballs—she argued that students will always find creative ways to communicate privately, so efforts should focus on engaging with youth to understand their need for private communication and creating safe spaces for it. Additionally, board members acknowledge the ongoing tension of simultaneously evaluating and trying to improve device usage, noting that all options must remain on the table—ranging from expanded tech integration to returning to paper textbooks and zero elementary screen time—so that the final decision is fully supported by data and clearly justified to the community.

4. STAFF RETENTION AND TURNOVER

Saint Paul Public Schools (SPPS) representatives Lyle Dandridge (Retention Specialist) and Dawn Ransom (Director of Educator Development) presented a comprehensive report on staff retention and turnover data, disaggregated trends, and district initiatives. Retention analysis shows SPPS licensed educator retention falls below national benchmarks, with the district's 3-year average (60%) and 5-year average (50%) trailing national averages by 16% and 10%, respectively. Disaggregation by race reveals that Asian educators exceed district retention averages, American Indian retention starts strong at 3 years but declines by year 5, and Black and Latino educators consistently retain at lower rates than the district average. Conversely, historical turnover data shows SPPS consistently exceeding the 8% national baseline for licensed educators—though the 2023–2024 school year met this benchmark—while overall staff turnover remains higher than the 10% healthy industry reference point. Racial turnover disparities show Black staff and licensed educators are consistently overrepresented in annual departures and disproportionately impacted, whereas White staff are underrepresented in turnover, Asian staff departures have decreased recently, and Hispanic/Latino and American Indian departures generally align with their population proportions.

Based on exit surveys, one-on-one meetings, and findings from the superintendent's 100-day report, staff departures are primarily driven by concerns regarding district culture and climate, equitable resource allocation, and supervisory support. To address these retention challenges, SPPS has implemented targeted strategies, including reinstating new educator orientation, redesigning support pathways, providing one-on-one coaching, and offering licensing assistance for Minnesota's tiered system. The district has also prioritized supporting educators of color through racial affinity groups and piloted retention programs, expanded "Grow Your Own" undergraduate and graduate teacher residency pathways, revised evaluation rubrics, and held joint professional development with SPFE for educational assistants. Moving forward, SPPS plans to launch an all-staff retention, belonging, and inclusion survey in partnership with the University of Minnesota's Carlson School of Management, while embedding staff retention and recruitment as a core district priority within the SPPS 2030 strategic plan.

The full presentation can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- A board member asked how an educator's experience level—specifically distinguishing between being new to the teaching profession versus simply new to the school district—impacts retention rates. In response, it was explained that the district does not track whether incoming educators are brand new to the profession or transferring with prior experience, tracking only their start date within the district. While metrics like three-year retention offer a general assessment of educator tenure, the available data cannot disaggregate between novice teachers and experienced educators who are newly joining SPPS.
 - The Board is interested in gathering more information on how educator support impacts retention and proximity to tenure. A major concern is ensuring the district's teaching staff reflects the diversity of the community it serves. Because the district has invested in supporting new educators—who are often from the same demographic groups affected by existing disparities—understanding these retention impacts is critical to maintaining a representative workforce.
- There was also discussion that centered on understanding the factors behind peak staff turnover and retention shifts in recent years, particularly around 2023 following the expiration of American Rescue Plan (ARP) funding. Participants discuss how budget-driven reductions may have impacted turnover and note that dashboard data can disaggregate layoffs from voluntary or involuntary separations to provide clearer context. The conversation highlights how "last in, first out" layoff policies disproportionately affect newly hired Black teachers, making it vital to distinguish policy-driven cuts from voluntary departures. Additionally, the group explores retention trends among American Indian educators, specifically examining a drop in retention between three and five years of service. It was noted that interpreting American Indian staffing data is complex due to small sample sizes—where individual departures significantly shift metrics—and the high proportion of multiracial staff whose diverse lived experiences make it challenging to draw broad quantitative conclusions.
- Despite offering competitive salaries, strong benefits, and comprehensive support programs—including racial equity initiatives and retention specialists—Saint Paul Public Schools struggles with below-average teacher retention primarily due to inconsistent culture and climate across district buildings. A significant factor highlighted in Dr. Stanley's 100-day report and exit interviews is the jarring discrepancy between what new educators expect during onboarding and their day-to-day workplace reality. While the district boasts extensive resources on paper, individual school environments vary greatly, leading to a mismatched, unsupportive daily experience that drives educators away.
- Mr. Dandridge clarified how "Black staff" is defined and categorized within their reporting system, specifically using data from PeopleSoft. While the broader category of "all staff" encompasses everyone, specific subgroups like licensed educators are broken out separately. Within PeopleSoft, new hires initially complete standard federal hiring forms, but they have the option to log back in later to select specific ethnic groups. For the data and reporting purposes, "Black staff" category includes anyone who selects either "Black" or "African American," as those are the only two Black designations available within the PeopleSoft system.
- Director Allen noted affinity groups in school environments, and affinity groups often form organically out of a necessity to effectively serve students, even amidst outside pressures. However, while these groups successfully support students directly, their impact remains limited without structural integration and funding stability. To truly shape school climate and retain Black educators—who frequently leave when barred from meaningfully advocating for their students—affinity groups must be given a seat at decision-making tables, such as discipline review meetings. Incorporating their culturally responsive insights and recommendations directly into policy-making is critical to fostering systemic change and reducing high teacher turnover rates.

Response: Ms. Ransom noted that while grant funding for the affinity groups across three specific schools has ended, district-wide racial affinity groups continue through collaboration with SPFE. Mr. Dandridge expanded on this, explaining that these union-affiliated BIPOC groups provide a platform for collective learning and allow staff to organize around negotiating and influencing student outcomes. Although the pilot program at the three schools lost funding, at least two of those programs continue their work independently, acting as ambassadors to spread conversations about race and its impact throughout their buildings. Furthermore, quarterly strategy meetings with the division of superintendents emphasized honoring educators' cultural expertise—a need highlighted in recent interview data—and exploring ways to integrate these core concepts across departments like counseling and EL education. Ultimately, they expressed hope that there is continuation on establishing a shared expectation of belonging, dignity, and equity through cultural proficiency tools, will directly address these building-level needs by fostering an environment that presumes competence and honors the expertise staff bring.

- Director Allen expressed optimism that the new seven-year strategic plan will improve retention by addressing workplace power imbalances and fostering a culture of open communication. Drawing from personal experience as a paraprofessional, they recall how licensed teachers—fearing for their job security—would ask them to advocate to administrators on behalf of students. To eliminate these dynamics where support staff carry disproportionate risk, they emphasized the need for inclusive spaces where all staff members, including teachers, behavior specialists, and paraprofessionals, feel fully empowered to hold courageous, direct conversations with leadership about student growth.
- Retirements are included in overall turnover calculations, accounting for a notable portion of total staff departures. Specifically, retirements represent roughly 18% of all turnover across general staff, while for licensed staff, that figure rises to 24.6%. These figures reflect the percentage of total departures rather than the percentage of total overall staff retiring each year.
- While a positive shift in the data shows the district's educator and staff demographics are gradually becoming more representative—a trend that benefits all students—this progress is severely undermined by alarming overall turnover rates, particularly among Black staff. These high attrition rates suggest the district is failing to act as a supportive employer for its Black employees, which is both organizational failure and detrimental to the students served. Ultimately, addressing the underlying barriers to staff retention across the entire organization must be a priority to build a stable, diverse workforce.

5. FACILITIES PORTFOLIO TASKFORCE UPDATE

Since June, the 30-member Facilities Portfolio Task Force—comprising community partners, staff, parents, students, and district leaders—has been working to establish objective criteria for evaluating school district facilities. Facilitated with technical assistance from district staff and Wilder Research, the task force is organized into micro-groups that draft and prioritize measurable, specific, and culturally sensitive criteria centered around building location, programming, and physical characteristics. The group sets the evaluative framework while adhering to core values of educational achievement, continuous improvement, transparency, and equity. To complement this facilities work, specialized data teams are launching at the end of the month to analyze district programs—including magnets, community schools, pre-K, and special education—across financial, academic, and qualitative student/parent experience metrics. Moving forward, the district is extending the task force's tenure beyond its original timeline and preparing a broader external communications strategy. This effort will feed into a multi-phase community engagement process involving surveys and focus group, with draft scenarios expected in winter 2026–2027 and a final board recommendation slated for summer 2027 to prepare for implementation in fall 2028.

The full presentation can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Director Carrillo noted appreciation for Wilder’s role as an external facilitator, noting that while they were initially hesitant, Wilder’s ability to keep the group focused on its core mission has been essential for navigating difficult conversations and understanding the full picture. Although the fast-paced nature of the process made the initial criteria development feel rushed, the facilitators successfully adapted the timeline to accommodate the significant amount of data being reviewed, such as utilization rates. He feels increasingly confident in the emerging criteria, particularly after a recent homework assignment revealed strong group alignment on prioritizing cultural relevancy and remaining hyper-focused on respecting all communities.

6. POLICY UPDATE

a. Policy 302.00 - Superintendent Selection

Director Franco introduced an update to Policy 302.00 regarding superintendent selection, replacing a brief 2008 version with detailed, modernized language modeled after MSBA templates and other district policies. Informed by lessons from a recent superintendent search, the revised policy outlines clear principles and procedures across three key areas: employment and authority, the selection process, and contractual agreements. Under the updated policy, the board retains full authority over establishing criteria, timelines, and search procedures for vacancies, with the option to incorporate community and stakeholder input to identify desired qualifications or hire an external search firm for assistance. Additionally, it reinforces statutory requirements—including a written contract with specific terms, appropriate Minnesota licensure, cross-references to the board-superintendent relationship policy, and relevant legal references.

The full presentation and draft policy can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- It was noted that “chief executive officer” was used in the policy, but the District is moving away from using the term “chief” in policy and practice. Director Franco noted that the intention is that the Superintendent is the “CEO” as a term commonly understood, but the word “chief” can be struck from the draft.
- Director Allen expressed appreciation for including the option to hire an executive search agency rather than making it mandatory, and that having formal flexibility is valuable given Minnesota’s interconnected network of quality educators.

MOTION: Director Ward moved to approve that review of Policy 302.00 - Superintendent Selection at the October 6, 2026 Committee of the Board meeting be considered the First Reading; and that the review of this policy at the October 20, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Lowe.

The motion was approved by roll call vote:

Director Henderson	Yes
Director Ward	Yes
Director Lowe	Yes
Director Allen	Yes
Director Carrillo	Yes

Director Franco	Yes
Director Valliant	Absent

b. Policy 720.00 - School District Budget

Director Franco then introduced proposed revisions to Policy 720.00 – School District Budget. Two years after its initial adoption, the school district is updating its budget policy to align with lessons learned from practical implementation and to streamline language. The primary revision replaces the requirement for "budget options" with "budget parameters"—reflecting the actual practice of setting specific board directions for what must or must not be included in the budget rather than reviewing distinct drafts. To clarify complex finance terminology, the update introduces a new definitions section covering key terms such as budget parameters, fiscal year (July 1st through June 30th), revenue and expense budgets, full-time equivalents (FTEs), and unassigned fund balance. Unchanged sections of the policy will not be reviewed during the presentation, though board members are invited to propose amendments as part of the ongoing three-reading process.

The full presentation and draft policy can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- It was noted that the fiscal year is July 1-June 30th, and that will be updated in the policy.
- A board member suggested that within the definition for “budget parameters”, that it state “directions for specific items that either must be included in the budget or must be *excluded* in the budget.”
- Director Ward noted that while he is no longer a member of the policy work group, he submitted proposed changes to streamline the budgeting process based on past board experiences. Originally, the policy language focused on creating different budget "options," but in practice, board members were seeking specific "parameters" instead. Shifting the policy to reflect this reality eliminates unnecessary administrative steps and aligns the process with the board's actual expectations.

MOTION: Director Ward moved to approve that the review of Policy 720.00 - School District Budget at the October 6, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and that the review of the policy at the October 20, 2026, Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

c. Policy 801.01 - Building & Grounds: Name Selection

Staff from various departments including Facilities, Communications, and Family Engagement and Community Partnerships, then presented updates to outline proposed modifications to the district's buildings and grounds name selection policy and last modified in 2017. The primary rationale for these changes is to reformat the document to include clear definitions, explicitly state the policy's purpose, and better align the text with actual operating procedures. The policy emphasizes consistent, transparent, and equitable standards to ensure names, logos, and mascots align with the district's mission, values, history, and commitment to inclusivity. Key updates include recognizing community and stakeholder involvement, adding definitions for terms like district buildings, programs, logos, and specific areas, and cross-referencing two newer district policies. Additionally, while overall naming authority remains unchanged, the revised procedure grants the superintendent or their designees the authority to name specific areas within buildings, mascots, and logos in collaboration with the school community, with final updates reported back to the board.

The full presentation and draft policy can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Director Allen noted discussion points about the use of guns within mascots, as well as the history of the names of schools. Discussion focused on aligning school naming and branding with district values regarding diversity, peace, and historical representation. She suggested removing weapons, such as muskets, from mascot depictions to better reflect the district's anti-gun stance, while keeping the mascots themselves intact. The conversation then shifts to school names, specifically addressing historical figures like Andrew Jackson, whose name remains engraved on a building cornerstone currently housing the East African Elementary Magnet School. Director Allen proposed engaging students in researching Jackson's history to gather their perspectives on attending a building bearing his name, while Administration clarified that while the cornerstone remains due to historic preservation, resource limitations, or structural constraints, the official state and district name is already East African Elementary. Director Allen also mentioned looking into other historical figures with ties to local school buildings.
- Director Lowe raised a potential change regarding how future school buildings are named. Noting that several neighboring school districts have completely stopped naming schools after individuals—opting instead for geographical features or elements of nature—he suggested the board consider a similar restriction. He further explained that historical figures who were well-regarded when a building was originally named may no longer be viewed favorably today, making geographic or environmental names a safer and more durable approach moving forward.
- Director Allen referenced Director Lowe's previous comment by drawing on her own experience working at Hidden River Middle School when it was previously named Ramsey, noting that the school had a long history of frequent altercations from the 1980s through the early 2000s. Recalling a conversation with a former principal who was confused by the persistent negative atmosphere, Director Allen suggested a connection to Alexander Ramsey, the school's namesake who led the largest mass execution in U.S. history. Given the school's recent renaming to Hidden River, along with an updated building and new administration, she proposed investigating whether physical altercations have decreased and if removing the former name has helped cultivate a calmer, more positive environment.

MOTION: **Director Ward moved to approve review of the proposed updates to Policy 801.00 - Building & Grounds: Name Selection at the October 6, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and that the review of this policy at the**

October 20, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

d. Policy 405.00 - Personnel Records

Pat Pratt-Cook, Senior Executive Human Resources Officer, then presented the first of the next four policies. Policy 405.00 regarding personnel records, originally adopted in 2008 and previously unrevised, has been updated to align with the new district policy format. This update introduces explicit references to Minnesota state statutes, cross-references to other district policies, and a newly added policy purpose section. Additionally, all redlined sections represent new content that specifies the types of information included in personnel records and outlines protocols to ensure records are securely maintained and organized in full compliance with district policies, state rules, and applicable laws.

The full presentation and draft policy can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- None

MOTION: Director Ward moved to approve that the review of Policy 405.00 – Personnel Records at the October 6, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and that the review of this policy at the October 20, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Henderson.

The motion was approved by roll call vote:

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

e. Policy 408.06 - Employment Contracts: Outside Work

Policy 408.06, covering employment contracts and outside work, has been updated to the new district policy format for the first time since 2008 and now includes an explicit policy purpose. The key additions clarify that an employee's role with the district must remain their primary focus, requiring that secondary jobs create no conflicts of interest or interference with their district duties. Additionally, employees are prohibited from engaging in outside employment or business activities involving district students, families, vendors, or

professional partners to avoid potential conflicts. The policy maintains that outside employment remains permissible as long as these conflict-of-interest guidelines and job responsibilities are fully respected.

The full presentation and draft policy can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- Discussion included questions about whether outside work with an organization or industry that conflicts with public values or negatively impacts the district's image—such as adult-oriented employment—would be prohibited. General counsel and legal staff explained that districts generally evaluate these situations on a strict, fact-specific basis rather than applying blanket rules. Key considerations include whether the secondary activity is legal, whether it occurs strictly outside of working hours, and whether district resources or devices are being used. Unless the outside work involves illegal conduct or clear misuse of district time and property, taking adverse employment action is legally challenging and risks infringing on personal freedom. Finally, officials noted that if a sensitive case arises that poses potential reputational risk, HR and legal counsel evaluate the specific facts and, if necessary, consult the board in a closed executive session to determine the appropriate response.

MOTION: Director Ward moved to approve that the review of Policy 408.06 – Employment Contracts Outside Work at the October 6, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and that the review of this policy at the October 20, 2026 Board of Education meeting will be considered the Second Reading. The motion was seconded by Director Allen.

The motion was approved by roll call vote:

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

e. Policy 422.00 - Solicitation of Staff

Policy 4422.00, which governs the solicitation of staff, has been updated to align with the district's new standardized policy format without making substantive changes to its core intent. The primary revisions include replacing the specific reference to the "Saint Paul Public Schools Foundation Incorporated" with a broader phrasing—"a district-established foundation"—to reflect future aspirations, updating job titles within financial services, and explicitly adding "or designee" alongside the superintendent to mirror language used in other district policies. Additionally, while the previous revision date was accidentally removed during editing, the policy was last revised in 2008.

The full presentation and draft policy can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- None

MOTION: Director Ward moved to approve that the review of Policy 422.00 – Solicitation of Staff at the October 6, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and per policy 219.00 that approval be through the consent agenda at the regular meeting on October 20, 2026 as no substantive changes have been made. The motion was seconded by Director Franco.

The motion was approved by roll call vote:

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

e. Policy 609.00 – Religion

Policy 609.00 regarding religion, which was last revised in 2008, has been updated to transition into the district's new policy format. Key additions include a policy purpose, a mandate under the General Statement of Policy requiring the district to respect the rights of students and staff to hold, express, or decline religious beliefs in line with law and policy, and the addition of "or designee" under the responsibility section. Furthermore, a bullet was added specifying that all activities must be conducted without constituting religious instruction, promotion, or indoctrination. It was noted that despite these additions, there are no substantive changes to the overall scope or purpose of the policy.

The full presentation and draft policy can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- None

MOTION: Director Ward moved to approve that the review of Policy 609.00 – Religion at the October 6, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and per policy 219.00 that approval be through the consent agenda at the regular meeting on October 20, 2026 as no substantive changes have been made. The motion was seconded by Director Henderson.

The motion was approved by roll call vote:

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

e. Policy 814.00 - Visitors to Schools

Laurie Olson, Director of Security and Emergency Management, then presented the proposed changes to Policy 814.00, which governs visitors to schools, and it is undergoing a structural update to transition into

the district's new policy format without making substantive changes to its core language. Last reviewed in 2008, the revised policy now includes a newly added purpose statement—consistent with other district policies—along with updated general statement language that aligns with Priority Area 2 regarding deliberate inclusion, belonging, and dignity. While the board aims to welcome community members into schools, the policy emphasizes balancing this engagement with maintaining a safe environment for students and staff. Although some text appears highlighted in red on the working document, this simply reflects existing language that has been reorganized under the expectations section.

The full presentation and draft policy can be found in the meeting materials.

QUESTIONS/DISCUSSION:

- None

MOTION: Director Ward moved to approve that the review of Policy 814.00 – Visitors to Schools at the October 6, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and per policy 219.00 that approval be through the consent agenda at the regular meeting on October 20, 2026 as no substantive changes have been made. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

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

9. SUPERINTENDENT PROPOSED 2026-2027 GOALS

Dr. Stanley then presented the proposed targets, noting that they are written in SMART format and closely aligned with key ongoing initiatives, including the strategic plan, portfolio analysis, budget development, and departmental continuous improvement under standard four (self-management). While acknowledging that evaluation covers the full rubric, Dr. Stanley clarified that these specific goals will serve as the primary focus area for the year, with evidence provided for the remaining standard areas. Board members expressed gratitude for the presentation, noting that bringing these goals forward now establishes a solid trajectory that aligns with the traditional annual review cycle, especially following the delays and non-traditional circumstances of the previous year.

10. ADJOURNMENT

Director Ward moved to adjourn the meeting. Director Franco seconded the motion. It passed by acclamation.

The meeting adjourned at 7:51 p.m.

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

Prepared and submitted by:

Sarah Dahlke, Assistant Clerk, St. Paul Public Schools Board of Education

INDEPENDENT SCHOOL DISTRICT NO. 625

Saint Paul, Minnesota

EQUITY COMMITTEE

360 Colborne Street

Saint Paul, MN 55102

October 14, 2026

4:30 p.m.

MINUTES

1. CALL TO ORDER

The meeting was called to order at 4:40 p.m. by Vice Chair Valliant.

2. WELCOME, CIRCLE, AND WORKING AGREEMENTS

Members then introduced themselves, and shared their favorite fall snack. Next, the committee was grounded in the working agreements that were established during the previous meeting. Members reflected on the working agreements, and selected a specific one that they could contribute to the group, as well as one in which they would need support. It was noted to “move at the speed of the community” to balance a thoughtful group process with the district’s need for actionable board recommendations. Members spoke to agreements such as leading with curiosity, honoring lived experiences, valuing process over rigid outcomes, holding space for direct “straight talk,” and assuming positive intent—specifically pointing out the necessity of creating a safe environment to challenge status-quo school systems. Additionally, committee members emphasized that making space for joy and fun is crucial for maintaining authentic engagement in heavy equity work.

3. BUILDING A SHARED UNDERSTANDING OF EQUITY

The committee then transitioned into small-group discussions focused on defining what equity means on both a personal and systemic level. In reconvening as a full group, members shared that equity is multifaceted, requiring a balance between meeting immediate individual needs and dismantling deep-seated structural barriers. Members noted that true equity work can be messy and uncomfortable because it directly addresses systemic racism, power dynamics, and historical inequities. Systemic racism was also noted in this work. Analogies were provided, and included providing tailored support to a struggling young skater on a hockey rink or removing a fence entirely rather than merely handing out step stools—the group distinguished equity from uniform equality. They concluded that meaningful equity creates radical hospitality, builds trust, and fosters a deep sense of belonging so that students, families, and staff can show up as their full, authentic selves.

The group also examined the Saint Paul Public Schools’ official district definition of equity – “An authentic, healthy, and thriving ecosystem that exists to affirm identity, increase racial and cultural consciousness, increase inclusivity, and evolve as a community.” Members completed a written compare-and-contrast exercise on their agendas to identify intersections, alignments, and potential gaps between their group-developed definitions and the district’s statement.

Through the discussion one member noted that equity “should be the fabric of the space – not an add on”, and another member noted that there needs to be a sense of belonging for all students and families, and that they “are thought about before they [you] even arrive.”

4. STRATEGIC PLAN DEEP DIVE: BENCHMARKS AND IMPLEMENTATION

Members will retain their reflection noted and evaluate the equity principles actively manifested within the benchmarks of the district's SPPS 2033 strategic plan.

5. CONNECTING/INTERSECTING EQUITY, THE STRATEGIC PLAN, AND THE RESOLUTION

Members also reflected on the comparison and contrasts of their vision of equity and the district's definition.

6. CLOSING, NEXT STEPS, AND CHECK-OUT

Members then conducted a brief closing with a one-word check-out. The meeting concluded with a group chant and a synchronized table slam drawing of the last word – which was “mattering”

7. ADJOURNMENT

The meeting adjourned at 6:30 p.m.

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

Prepared and submitted by:

Sarah Dahlke, Assistant Clerk, St. Paul Public Schools Board of Education

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

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

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

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

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

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

2027 REGULAR MEETING DATES – 5:30 p.m. (unless otherwise noted)

- January 5, 2027 (Annual Meeting at 6pm)
- January 19, 2027
- February 16, 2027
- March 16, 2027
- April 20, 2027
- May 18, 2027
- June 15, 2027 (Special re: Non-Renewals at 4:00pm)
- June 22, 2027
- July 13, 2027
- August 17, 2027
- September 21, 2027
- October 19, 2027
- November 16, 2027
- December 7, 2027 (Truth in Taxation Hearing at 6pm)
- December 14, 2027

2027 COMMITTEE OF THE BOARD MEETING DATES – 4:30 p.m.

- January 5, 2027
- February 2, 2027
- March 2, 2027
- April 13, 2027
- May 4, 2027
- June 15, 2027
- August 4, 2027 – Wednesday (Primary Election)
- September 14, 2027
- October 5, 2027
- November 3, 2027 – Wednesday (Election Day)
- December 7, 2027

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

2027 EQUITY COMMITTEE MEETING DATES – 4:30 p.m. (unless otherwise noted)

- Thursday, September 10, 2026
- Wednesday, October 14, 2026
- Thursday, November 12, 2026
- Thursday, December 10, 2026
- Thursday, January 14, 2027
- Thursday, February 11, 2027
- Thursday, March 11, 2027
- Monday, April 12, 2027
- Thursday, May 13, 2027
- Thursday, June 3, 2027

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

DATE: October 13, 2026

TOPIC: Acceptance of Gifts that are under \$5,000 for August 1st - September 30th, 2026

A. PERTINENT FACTS:

1. Saint Paul Public Schools Board of Education approves of all donations that are under \$5,000, as attached herewith.
2. The incoming funds are to be used for Public Purpose and support the need of the enrolled students and community.
3. These donations will help to meet the School District's target area of achievement.
4. Donations are allocated by each school and/or project for which they were intended by donor and project managers. See attached list.
5. These donations will help to meet the District's strategic plan focus area of Deliberate Inclusion.
6. These items are submitted by Daniel Moser, Executive Director of Finance and Tom Sager, Senior Executive Officer of Financial Services.

B. RECOMMENDATION:

That the Board of Education approve these donations under \$5,000 from August 1st – September 30 2026 which shall be used as public purpose for which they were intended and to assist in the fulfillment of public education for Saint Paul Public Schools' students.

UND_COD	DEPTID	GRAM_CC	PRODUCT	ACCOUNT	CLASS_FLD	DESCRIPTION	AMOUNT	JOURNAL_ID	INVOICE_ID	ACCOUNTING_DATE
4	5	505	321	5096	8503	AR/ UNIVERSITY OF MINNESOTA/BUS T 26297 V 01014912	(2,000.00)	ARD0118368	10841-1	16-Jul-26
19	215	291	0	5096	D050	AR/ TIMOTHY COLEMAN/DEBATE NATIONAL TOURNAMENT	(1,100.00)	ARD0118238	10825-1	7-Jul-26
19	225	291	0	5096	U001	AR/ STATE OF MINNESOTA/MIGHTYCAUSE HUMBOLDT HS	(25.00)	ARD0118477	10865-1	10-Jul-26
19	230	291	0	5096	U001	AR/ STATE OF MINNESOTA/MIGHTYCAUSE JOHNSON HS	(50.00)	ARD0118477	10865-1	10-Jul-26
19	494	291	0	5096	U001	AR/ CAPITOL HILL PTO/VCJ BUSIN REIMBURSE	(4,704.66)	ARD0118238	10826-10	7-Jul-26
19	494	291	0	5096	U001	AR/ CAPITOL HILL PTO/3RD GRADE BUSES	(116.00)	ARD0118238	10826-12	7-Jul-26
19	494	291	0	5096	U001	AR/ CAPITOL HILL PTO/VF BUSES	(1,030.64)	ARD0118238	10826-15	7-Jul-26
19	494	291	0	5096	U001	AR/ CAPITOL HILL PTO/1ST GRADE BUSES	(1,646.00)	ARD0118238	10826-13	7-Jul-26
19	494	291	0	5096	U001	AR/ CAPITOL HILL PTO/5TH GRADE BUSES	(403.02)	ARD0118238	10826-11	7-Jul-26
							(11,075.32)			

19	225	291	0	5096	B001	AR/ Band Donations for Humboldt(Ba	(450.00)	ARD0120329	30-Sep-26
19	342	291	0	5096	T006	AR/ Wolf Ridge Field Trip Donation	(350.00)	ARD0120329	30-Sep-26
19	551	291	0	5096	U001	AR/ Donation for Classroom Materia	(210.00)	ARD0120329	30-Sep-26
19	330	291	0	5096	F100	AR/ FACS donation(donation-) (dona	(200.00)	ARD0120329	30-Sep-26
19	330	291	0	5096	B001	AR/ Click Here to Make a Donation	(190.00)	ARD0120329	30-Sep-26
19	252	291	0	5096	B001	AR/ Cherokee Park Picnic Donations	(120.00)	ARD0120329	30-Sep-26
19	527	291	0	5096	U001	AR/ ANTHONY J GJORVAD/EDUCATIONAL PURPOSES	(104.63)	ARD0120395	30-Sep-26
19	230	291	0	5096	B001	AR/ Band Donations(JHSD-) (JHSD -	(100.00)	ARD0120329	30-Sep-26
19	410	291	0	5096	U001	AR/ Adams Spanish Immersion Donati	(100.00)	ARD0120329	30-Sep-26
19	527	291	0	5096	U001	AR/ ANTHONY J GJORVAD/EDUCATIONAL PURPOSES	(66.81)	ARD0120395	30-Sep-26
19	330	291	0	5096	T120	AR/ HPMS Immersion Donations(Immer	(60.00)	ARD0120329	30-Sep-26
19	527	291	0	5096	U001	AR/ ANTHONY J GJORVAD/EDUCATIONAL PURPOSES	(48.56)	ARD0120435	30-Sep-26
19	252	291	0	5096	J001	AR/ Washington Tech HS NJROTC Dona	(45.00)	ARD0120329	30-Sep-26
19	527	291	0	5096	U001	AR/ JAMES D CATALAND/EDUCATIONAL PURPOSES	(30.07)	ARD0120395	30-Sep-26
19	527	291	0	5096	U001	AR/ JAMES D CATALAND/EDUCATIONAL PURPOSES	(27.50)	ARD0120395	30-Sep-26
19	527	291	0	5096	U001	AR/ JAMES D CATALAND/EDUCATIONAL PURPOSES	(23.00)	ARD0120395	30-Sep-26
19	527	291	0	5096	U001	AR/ JAMES D CATALAND/EDUCATIONAL PURPOSES	(22.50)	ARD0120395	30-Sep-26
19	527	291	0	5096	U001	AR/ KYA KWA/EDUCATIONAL PURPOSES	(5.00)	ARD0120395	30-Sep-26
19	215	291	0	5096	T110	AR/ Intro to Business 1 Donations(	(1.00)	ARD0120329	30-Sep-26
19	215	291	0	5096	T114	AR/ Marketing 2 Donations(Mar2don-	(1.00)	ARD0120329	30-Sep-26
							(49,045.08)		

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

DATE: October 20, 2026

TOPIC: Gift from Jie Ming PTA

A. PERTINENT FACTS:

1. Jie Ming PTA has generously gifted funds to Jie Ming Mandarin Immersion to hire a Chinese Dance instructor. The amount of the gift is \$8,613.33.
2. The dance instructor will teach all of our students different dance routines to prepare them for the Chinese New Year performance in February 2027.
3. The instruction will begin on September 28, 2026 and end on February 5, 2027.
4. There will be 17 weeks of classes with 19 classrooms, with one 40-minute lesson per week for each class, and billed at \$40.00 per hour with 215 hours and 20 minutes of instruction time.
3. This item will meet the SPPS 2033 strategic plan priority area of excellence in instruction and deliberate inclusion.
5. This item is submitted by Bobbie Johnson, Principal; Dr. Yeu Vang, Assistant Superintendent; and Toya Pryor, Senior Executive Officer of School Leadership and Operations.

B. RECOMMENDATION:

That the Board of Education approve the funds from Jie Ming PTA, in the amount of \$8,613.33 to be used by Jie Ming Mandarin Immersion to fund a dance instructor to teach students different dance routines to prepare for the Chinese New Year Performance.

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

DATE: October 20, 2026

TOPIC: SY26-27 Ratification of Minnesota State High School League Foundation (MSHSL) Resolution and Acceptance of Gift from MSHSL

A. PERTINENT FACTS:

1. As SPPS high schools with athletic programs are members of the Minnesota State High School League (MSHSL), the schools are eligible to receive monetary gifts from the MSHSL Foundation.

MSHSL requires the ratification of a resolution, attached. Member schools must submit the MSHSL's Form B and Form A and Board of Education approval is required for schools to accept the donation once amounts are determined.

The MSHSL Foundation will once again award grants to member schools to support leadership initiatives, safety and transportation that reduces barriers to participate.

2. The eight qualifying schools and Athletic Department as listed below:
 - Central High School
 - Como Park High School
 - Johnson High School
 - Harding High School
 - Highland Park High School
 - Humboldt High School
 - Open World Learning
 - Washington Technology Magnet High School
 - Athletic Department
3. The financial support will support the District's strategic plan goals of providing sustainability in athletic programming and offerings.
4. This grant will meet the District strategic plan focus area of Deliberate Inclusion.
5. This item is submitted by Andrea Schmidt, Districtwide Athletic Director and Toya Pryor, Senior Executive Officer of School Leadership & Operations.

B. RECOMMENDATION:

Authorize schools to apply for MSHSL Form A and Form B and the Superintendent (or Designee) to accept the gifts from the Minnesota State High School League Foundation.

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

DATE: October 20, 2026

TOPIC: Active Employee and Early Retiree Health Insurance with PEIP

A. PERTINENT FACTS:

1. The statutory group enrollment commitment in the Public Employee Insurance Program (PEIP) (Minn. Stat. 43A.316, Subd.5. (d)) is four years, with an early termination option with a renewal increase of 20% or more. The District began a new four-year contract with PEIP effective January 1, 2025.
2. The School District offers health insurance coverage through PEIP for approximately 3,798 active employees and 240 early retirees in the SPFE Union. The estimated 2026 total cost is \$53,292,000 actives and \$3,558,000 early retirees.
3. The District will offer active employees and early retirees who are not yet Medicare eligible, two PEIP plan options. The plan offerings and monthly premiums for 2027 are shown below:

Plan	Single	Single Plus One	Family
Advantage High	\$1,254.90	\$2,797.92	\$3,200.14
HSA Compatible	\$848.58	\$1,889.96	\$2,161.36

4. All rates include insurance premium, administrative load for Jellyvision, BRI, and consultant compensation.
5. This agreement supports the District's goal of aligning resource allocation to District priorities.
6. This item is submitted by Davanh Vongphachanh, Benefits Manager, Kim Vo, Director of Total Rewards; and Patricia Pratt-Cook, Senior Executive Human Resources Officer.

B. RECOMMENDATION:

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with PEIP, effective January 1, 2027, at the proposed premium renewal rates.

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

DATE: October 20, 2026

TOPIC: Aviben Contract

A. PERTINENT FACTS:

1. Saint Paul Public Schools contracts with Aviben LLC to provide third-party administration of the District's 403(b) and 457(b) retirement savings programs. These services provided expertise in plan administration, regulatory compliance, vendor coordination, and employee support.
2. The District is transitioning to Aviben LLC based on its expertise in public-sector retirement plan administration. This is expected to improve operational efficiency, strengthen compliance oversight, reduce administrative burden, and ensure continued retirement plan support for employees.
3. The contract term with Aviben LLC is November 1, 2026, through November 1, 2027 and will automatically renew for successive one (1) year terms unless either party provides the other party written notice at least thirty (30) days prior to the renewal date.
4. There is no cost to the District. Costs are charged to the participants.
5. This project will meet the District strategic plan focus areas of Deliberate Inclusion.
6. This item is submitted by Kim Vo, Director of Total Rewards; and Pat Pratt-Cook, Senior Executive Human Resources Officer.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the Aviben contract.

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

DATE: October 20, 2026

TOPIC: Construction Manager as Advisor Services for Rondo Complex Building Systems Replacement and Site Renewal (Project # 3170-26-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award Construction Manager as Advisor services and pass through general conditions for the Rondo Complex Building Systems Replacement and Site Renewal (Project # 3170-26-01). The Board approved Gate Check 2 on March 17, 2026 indicating the Board's direction to issue a request for proposal (RFP) to secure said services.
2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A26-6289-A) was issued on March 3 2026 to review the qualifications of existing consultants and expand the slate of Board approved consultants. The selected consultants were approved by the Board on June 23, 2026. The District uses this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.
3. This contract provides all professional consultant Construction Manager as Advisor services and pass through general conditions for the Rondo Complex Building Systems Replacement and Site Renewal project.

4. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	March 17, 2026
#3 – Project Budget	March 2027 (anticipated)
#4 – Contract Award	December 2027 (anticipated)
#5.1 – Project Close-Out	August 2029 (anticipated)
#5.2 – Final Project Summary	August 2030 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$41,321,200 - \$45,670,800	\$0	\$0	0%

6. The following vendor was selected:

	<u>Not-to-Exceed Fee</u>
Kraus-Anderson.....	\$3,069,976

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

Funding Source	Amount
Capital Bonds FY26-30	\$6,115,504
LTFM FY26-30	\$37,380,496

8. This item will meet the SPPS 2033 strategic plan priority area of Sustainable Infrastructure
9. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Senior Executive Officer of Financial Services; and Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATION:

That the Board of Education authorize award of construction manager as advisor services and pass through general conditions to Kraus-Anderson for the not-to-exceed fee of \$3,069,976.

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

DATE: October 20, 2026

TOPIC: Ramsey County Elections Contract for January 1, 2027 to December 31, 2032

A. PERTINENT FACTS:

1. The Ramsey County Elections Manager has provided SPPS with the proposed contract for election services between Ramsey County and Saint Paul Public Schools (SPPS). The term of the contract is January 1, 2027 through December 31, 2032.
2. This Agreement applies to regularly scheduled elections and special elections.
3. Except as otherwise provided in the Agreement, the County will provide all services, equipment, and supplies as required to perform on behalf of the School District and all election-related duties of the School District specified in this Agreement.
4. The two-year cost of election services as defined within the contract for 2027 and 2028 will be \$760,438.00. The County will provide the cost for 2029 and 2030 to the School District no later than April 1, 2028, and the cost for 2031 and 2032 no later than April 1, 2030.
5. This item will meet the SPPS 2033 strategic plan priority area Sustainable Infrastructure.
6. This item is submitted by Tom Sager, Senior Executive Officer of Financial Services.

B. RECOMMENDATION:

That the Board of Education approve contract with Ramsey County Elections for the period of January 1, 2021 through December 31, 2032.

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

DATE: October 20, 2026

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Manual and Maintenance Supervisors' Association Representing Facility and Nutrition Services Supervisors

A. PERTINENT FACTS:

1. New Agreement is for a two year period from July 1, 2026, through June 30, 2028.
2. Contract changes are as follows:

Wages: Effective July 1, 2026, increase salary schedule by 2.5% and maintain steps. Effective July 1, 2027, increase salary schedule by 2.5% and maintain steps.

Steps: Effective July 1, 2026, eliminate the bottom step and renumber steps. Effective July 1, 2027, add a top step 1.5% above current step 8.

Longevity: July 1, 2026, increase each step by \$.10 per hour as outlined below:

10 years of service = \$.60 per hour
15 years if service = \$.95 per hour
20 years of service = \$1.35 per hour
25 years of service = \$1.75 per hour

July 1, 2027, increase each step by \$.10 per hour and add 30 year step \$.25 per hour above year 25 step, as outlined below:

10 years of service = \$.70 per hour
15 years if service = \$1.05 per hour
20 years of service = \$1.45 per hour
25 years of service = \$1.85 per hour
30 years of service = \$2.10 per hour

Benefits: Effective January 1, 2027, the district monthly contribution of 991 for single coverage has increased to \$1,011 and the district monthly contribution of \$1,475 for family coverage has increased to \$1,525. Effective January 1, 2028, the district monthly contribution of \$1,011 for single coverage has increased to \$1,031 and the district monthly contribution of \$1,525 for family coverage has increased to \$1,575.

Religious Observances: Employees may use up to three (3) days of leave per school year for religious observances that are deducted from sick leave.

3. The District has 21 FTEs in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2026-27 budget year: \$82,915
 - in the 2027-28 budget year: \$99,718
5. This item will meet the SPPS 2033 strategic plan priority area of Sustainable Infrastructure.
6. This request is submitted by Daniel Wells, Director of Employee and Labor Relations; Patricia Pratt-Cook, Senior Executive Officer of Human Resources.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Manual and Maintenance Supervisors' Association in this school District; Duration of said Agreement is for the period of July 1, 2026, through June 30, 2028.

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

DATE: October 20, 2026

TOPIC: Approval of Employment Agreement Between Independent School District No. 625 and Saint Paul Supervisors' Organization Representing Supervisors

A. PERTINENT FACTS:

1. New Agreement is for a two year period from July 1, 2026, through June 30, 2028.
2. Contract changes are as follows:

Wages: Effective July 1, 2026, the salary schedule is increased 3% and maintain all step adjustments. July 1, 2027, the salary schedule is increased to 3% and maintain all step adjustments.

Benefits: Effective January 1, 2027, the district monthly contribution of \$1,180 for single coverage is increased to \$1,227; the district monthly contribution of \$1,480 for family coverage is increased to \$1,498. Effective January 1, 2028, the district monthly contribution of \$1,227 for single coverage is increased to \$1,301; the district monthly contribution of \$1,498 for family coverage is increased to \$1,587.

Cafeteria Plan: Effective January 1, 2028, employee may elect to waive the employee medical (dental) insurance coverage in the core set of benefits if the employee is insured: as a dependent through the medical (dental) insurance coverage provided by Saint Paul Public Schools; or, effective for plan years beginning on or after January 1, 2028, through Tri-Care as a veteran or active duty member of the armed forces (including the National Guard). These are the sole exceptions where the employee may elect not to enroll in the full core of benefits.

Sick Leave Conversion: Effective July 1, 2026, sick leave accumulation hours in excess of 1,440 is lowered to 1,312 to be eligible to convert two sick leave time hours to one paid vacation hour. The maximum number of days to be eligible to convert is increased from five days to 10 days.

Religious Observances: Effective July 1, 2026, Employees may use up to three (3) days of leave per school year for religious observances that are deducted from sick leave.

Severance Pay: Effective January 1, 2027, employees providing six (6) months notification, the maximum amount of money the employee may obtain through the Severance Plan from the combination of early notification incentive and pay for accrued and unused sick leave is increased from \$24,500 to \$25,500. Effective January 1, 2028, employees providing six (6) months notification, the maximum amount of money the employee may obtain through the Severance Plan from the combination of early notification incentive and pay for accrued and unused sick leave is increased from \$25,500 to \$26,500.

3. The District has 61 FTE's in this bargaining unit.
4. The new total package costs for the agreement are estimated as follows:
 - in the 2026-27 budget year: \$283,533
 - in the 2027-28 budget year: \$311,399
5. This item will meet the SPPS 2033 strategic plan priority area of Sustainable Infrastructure.
6. This request is submitted by Daniel Wells, Director of Employee and Labor Relations; Patricia Pratt-Cook, Senior Executive Officer of Human Resources.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment for Saint Paul Supervisors Organization in this School District; duration of said Agreement is for the period of January 1, 2026, through June 30, 2028.

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

DATE: October 20, 2026

TOPIC: Monitoring Equipment Site Lease Agreement with the Minnesota Pollution Control Agency

A. PERTINENT FACTS:

1. The Minnesota Pollution Control Agency desires to enter into a new lease agreement at Capitol Hill Magnet School, located at 560 Rondo Avenue.
2. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be five (5) years commencing November 1, 2026 and terminating October 31, 2031.
 - b. The District will lease 100 square feet of roof space at 560 Rondo Avenue to the Minnesota Pollution Control Agency for ambient air monitoring equipment.
 - c. Rent for this term shall be Two Hundred and 00/100 Dollars (\$200.00) quarterly. Revenue will be applied to permit expenses.
3. This lease agreement meets the District strategic plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
4. This item is submitted by Kathryn Wallace, Interim Director of Facilities, and Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATIONS:

That the Board of Education authorize the execution of the Lease Agreement between the District and the Minnesota Pollution Control Agency at Capitol Hill.

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

DATE: October 20, 2026

TOPIC: Request to Sign Student Teaching Agreement with Winona State University

A. PERTINENT FACTS:

1. Request to sign Student Teaching Agreement with Winona State University. This formal agreement will meet the District strategic plan of recruitment and retention.
2. SPPS is one of the largest school districts in the state of Minnesota. SPPS strives to hire teachers who are representative of our SPPS students and larger community, and partnerships with colleges and universities to provide student teaching experiences that are an important part of this process.
3. There is no cost to SPPS for this partnership. This will be an ongoing partnership with similar request in future years.
4. The agreement is a multi-year agreement and will end on June 30, 2028.
5. This project will meet the District strategic plan focus areas of Deliberate Inclusion.
6. This item is submitted by Mary Yang, HR Coordinator; and Pat Pratt-Cook, Senior Executive Human Resources Officer.

B. RECOMMENDATION:

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

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

DATE: October 20, 2026

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

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

B. RECOMMENDATIONS:

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

	MONTHLY OPERATING AUTHORITY	
	AUGUST 1, 2026 -AUGUST 31,2026	
Fund	Descriptions	Amount
No	Checks: #798758-#799304	
1	General	\$ 4,651,683.09
2	Food Service	\$ 121,290.09
3	Transportation Services	\$ 55,904.63
4	Community Service	\$ 111,657.18
6	Building Construction	\$ 8,155,127.37
		\$ 13,095,662.36
	Electronic Payments(WIRES): #0011858- #0011892	
1	General	\$ 29,198,172.28
2	Food Service	\$ 564,339.67
3	Transportation Services	\$ 374,033.53
4	Community Service	\$ 1,516,714.92
6	Building Construction	\$ 296,229.08
21	Work Compensatory	\$ -
		\$ 31,949,489.48
	ACH Payments: #0017396- #0017641	
1	General	\$ 3,841,679.88
2	Food Service	\$ 82,801.54
3	Transportation Services	\$ 1,031,548.99
4	Community Service	\$ 183,805.64
6	Building Construction	\$ 3,490,745.17
		\$ 8,630,581.22
	EFT Payments:	
1	General	\$ -
2	Food Service	\$ -
3	Transportation Services	\$ -
4	Community Service	\$ -
6	Building Construction	\$ -
		\$ -
	P- Card	
1	General	\$193,775.21
2	Food Service	\$ 5,430.30
3	Transportation Services	\$ 3,102.04
4	Community Service	\$ 43,729.02
6	Building Construction	
		\$ 246,036.57
	TOTAL DISTRICT	\$ 53,921,769.63

Fund Financial Analysis (AUGUST Thru JUNE FY2027)				
Fund	Actual Expenses	Adopted Budget	Variance	Percentage of Budget Used
Fund 1- General Fund	\$ 115,268,003.45	\$ 814,209,369.00	\$ 698,941,365.55	14%
Fund 2 -Food Service	\$ 1,582,060.28	\$ 33,793,848.00	\$ 32,211,787.72	5%
Fund 4 -Community Service	\$ 3,772,576.61	\$ 35,360,924.00	\$ 31,588,347.39	11%
Fund 6- Building Construction	\$ 24,551,227.80	\$ 111,296,912.00	\$ 86,745,684.20	22%
Fund Financial Analysis (AUGUST FY2027)				
Fund	Actual Expenses	Adopted Budget	Percentage of Budget Used	
Fund 1- General Fund	\$ 39,349,899.65	\$ 814,209,369.00	5%	
Fund 2 -Food Service	\$ 773,861.60	\$ 33,793,848.00	2%	
Fund 4 -Community Service	\$ 1,855,906.76	\$ 35,360,924.00	5%	
Fund 6- Building Construction	\$ 11,942,101.62	\$ 111,296,912.00	11%	

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

DATE: October 20, 2026

TOPIC: Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations

A. PERTINENT FACTS:

1. Minnesota immunization law (M.S. 121A. 15 Health Standards for Immunizations) requires that in order for a child to enroll in child care, early education programs, or school a parent must show they have received immunizations or an exemption.
2. Immunizations help protect children against disease or reduce the impact from that disease.
3. There are students in the District who are not in compliance with M.S. 121A.15 Health Standards for Immunizations. Noncompliant lists are reviewed and updated regularly.
4. Parents/guardians with a noncompliant student have been informed of required missing immunizations. They are provided information about immunization law, immunization resources and have been informed about medical or conscientious exemption options. Contacts are made via mail, phone and email and in home languages. Parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.
5. Once in compliance (required immunization received or proof of meeting exemption requirement is provided) then students are allowed to return to school and programming.
6. This project will meet the District's strategic plan focus area of Excellence in Instruction.
7. Requested by Rebecca Schmidt, Director of Health and Wellness; Stacey Dahlby, Executive Director of Specialized Services; and Toya Pryor, Senior Executive Officer of School Leadership and Operations.

B. RECOMMENDATION:

That the Board of Education exclude non compliant student(s) from school(s) effective October 28, 2026 should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

NEW APPOINTMENT

Name

Abraham, L. N.
Aho, L. T.
Aliotta, K. A.
Anderson, K. J.
Anderson, N.
Azen, K. J.
Becker-Xu, J. J.
Booker, T. T.
Boyle, Z. L.
Brekke, P. M.
Bress, M. J.
Bush, A. J.
Cable, L. E.
Carter, L. M.
Cedillo, A. E.
Cichantek, P. A.
Coleman II, G. J.
Crumble, M. J.
Davison, A. T.
DeCock, Nathan F.
Doffing, A. S.
Elem-Hill, D. L.
Fai, E. M.
Farah, S. H.
Feazell Jr, T. T.
Fruechte, L.
Gamble, T. D.
Gray, S. L.
Harris, S.
Hashi, I.
Haupt, H.
Heath, J.
Helm, M.
Hendrickson, X.

Hofstede, R.
Holm, T.
Ikar, M. M.
Ismacil, I.
Johnson, G.
Jordan, D. E.
Kinney, T.
Kopplin, A.
Kuehne, J.
LaBrash, J.
Larkins, D.
Lawrence, T.
Lee, J.
Lozano, D.
Luchan, B.
Marquez, G.
Martin, A.
Martin, A.
Martin, M.
Mays, K.
Mestas, R.
Meyer, C. N.
Mikkelson, T. J.
O'Meara, B.
Olson, J.
Olson, M.
Ortega, A.
Pridemore, A. A.
Reffuge, S. R.
Risler, C. D.
Ryan, A. K.
Salyers, S. R.
Sein, S. K.
Sewer, J. D.
Skwira, C.
Smith, J. E.
Sommers, K. G.
Sprew, Y. L.

Stendahl, J. N.
Strain, M. M.
Streitz, M. K.
Taylor, R. M.
Thomas, S. N.
Tibesar, A. E.
Vang, J.
Var, D. J.
Vetter, M. M.
West, D. R.
Williams, K. R.
Winkelman, O. N.

PROMOTION

Carroll, C.
Steiner, N. T.
Timberlake-Alves, R. E.
Todd, M. A.
Ward, N. A.

TEMPORARY APPOINTMENT

Chapin, R. M.
Grantham, L. N.
Hundevad, M.
See, D. K.

LEAVE OF ABSENCE

Felber, E.
Fornes-Bates, B. V.
Gaetke Boldt, G. M.
Gregory, K. M.
Hitchens, K. M.
Lee, S. T.
MacPhail, M. J.
Meyer, M.
Nah, J.
Newinski, G. G.
Nilsen, S.

Nur-Der, N.
Ratzloff, P. D.
Rogers, A.
Stowers, S.

SABBATICAL LEAVE

Doyle, T. J.

REINSTATEMENT AFTER LAYOFF

McGraw, J. L.

REHIRE

Bittner, C. M.
Brown, D. H.
Burton, W. R.
Coleman, B. W.
Collette, C. L.
Espinal Diaz, H.
Evans, E.
Frederick, J.
Her, Y.
Lee, P. T.
Menne, T.
Mohammed, R.
Moylan, M.
Musabyimana, E.
Paton, E. D.
Quoie, Z. A.
Rocha, M. S.
Sabrie, S. A.
Santiago, A. D.
Tungland, H. M.
Williams, W. H.
Yang, A. P.

REINSTATEMENT FROM LEAVE OF ABSENCE

Butler, S. A.
Fleischhacker, B.

Her, K.
Koenig de Felipe, A.
Meyer, M.
Murphy, W. D.
Nilsen, S.
Pearson, J. J.
Quiroz, M. Y.
Rowe, L. A.
Samuelson, A. R.
Schmidt, R. A.
Thiele, R. M.
Williams, B. E.
Wolkerstorfer, R. R.

REHIRE AFTER TERMINATION

N, N. N.

VOLUNTARY REDUCTION IN TITLE

Allison, H. M.

CHANGE IN TITLE

Risler, C. D.
Sommers, K. G.

RETIREMENT

Elling, J.
Elliott, E.
Grinberg, E. M.
Grundmeier, C. M.
Hoodecheck, E. A.
Kremer, D. C.

RESIGNATION

Alger, L. N.
Asberry, K. L.
Banos, K.
Beardsley, D. J.
Brown, D. H.

Brumond, J.
Buice, L.
Bulale, S. A.
Coppage, N. P.
Davis, I. R.
Fang, M.
Feleke, Y. G.
Fritz, Z.
Gelle, F. M.
Green, K. R.
Gregory, K. M.
Holter, A. M.
Inserra, E.
Kumari, P.
Lin, H. H.
Linkous, S. E.
Love, S. R.
Lovoll, A.
Lozano, D.
Mallawaarachy, M. J.
Melville, B.
Mikelson, A. M.
Miller, P. R.
Mitchell, K.
Molina, L.
Morton, K. Z.
Muridi, Y. M.
Offerdahl Joyce, A. L.
Owke, F.
Perez, A.
Pridemore, A. A.
Quinn, P. H.
Randle, T. R.
Reyna Trujillo, S.
Rhodes, T. C.
Ro, J. M.
Rodriguez, M. M.
Salah, F. H.

Simmons, E. D.
Smith, R. A.
Stevenson, A. M.
Thomas, A. M.
Verby, S. R.
Weleski, T. L.
Williams-Brown, J. L.
Woodis, C. A.
Wright, J. L.
Zeitchick, W. I.

TERMINATION

A, K. A.
L, T.
L, J.
N, S.
S, H. S.

HUMAN RESOURCE TRANSACTIONS
September 1, 2026 - September 30, 2026
For October 20, 2026 Board Book

Job Category	Eff Date	Pay Rate
Education Assistant	09/26/2026	\$18.36
Classroom Teacher	10/03/2026	\$46.63
Classroom Teacher	09/12/2026	\$61.47
Education Assistant	09/12/2026	\$41.63
Teaching Assistant	09/19/2026	\$24.42
Clerical	09/19/2026	\$31.60
Classroom Teacher	09/19/2026	\$37.11
Teaching Assistant	10/03/2026	\$26.81
Classroom Teacher	08/22/2026	\$44.98
Custodian	09/19/2026	\$29.81
Education Assistant	09/12/2026	\$31.35
Education Assistant	08/08/2026	\$31.35
Education Assistant	09/19/2026	\$18.36
Teaching Assistant	09/26/2026	\$23.82
Teaching Assistant	09/08/2026	\$23.35
Teaching Assistant	09/19/2026	\$23.82
School/Community Professional	09/08/2026	\$34.69
Teaching Assistant	09/08/2026	\$26.28
Teaching Assistant	09/08/2026	\$26.28
School/Community	09/12/2026	\$40.11
Custodian	09/12/2026	\$19.18
Teaching Assistant	09/08/2026	\$23.35
Classroom Teacher	10/24/26	\$59.81
Teaching Assistant	09/08/2026	\$21.63
Teaching Assistant	08/22/2026	\$20.19
Classroom Teacher	08/29/2026	\$54.51
Teaching Assistant	09/12/2026	\$26.28
School Bus Driver	08/29/2026	\$28.41
Education Assistant	09/08/2026	\$18.36
Classroom Teacher	09/08/2026	\$60.60
School/Community	09/26/2026	\$37.09
Teaching Assistant	09/08/2026	\$21.63
Professional Employee	09/26/2026	\$48.27
Teaching Assistant	09/08/2026	\$23.35

Classroom Teacher	09/08/2026	\$39.94
Professional Employee	09/26/2026	\$46.59
Education Assistant	08/22/2026	\$30.85
Teaching Assistant	09/12/2026	\$23.82
Custodian	09/26/2026	\$30.84
Teaching Assistant	09/12/2026	\$22.06
Classroom Teacher	09/12/2026	\$64.08
Teaching Assistant	09/08/2026	\$20.94
Classroom Teacher	08/08/2026	\$43.78
Teaching Assistant	09/08/2026	\$26.28
Custodian	09/08/2026	\$19.18
Custodian	09/12/2026	\$29.81
Clerical	09/19/2026	\$29.34
Education Assistant	09/12/2026	\$18.36
Teaching Assistant	09/26/2026	\$23.82
Teaching Assistant	09/19/2026	\$21.67
Teaching Assistant	09/08/2026	\$20.94
Clerical	09/08/2026	\$29.16
Classroom Teacher	08/29/2026	\$35.57
Teaching Assistant	09/12/2026	\$26.28
Classroom Teacher	08/29/2026	\$50.54
Education Assistant	09/08/2026	\$34.15
Classroom Teacher	09/08/2026	\$59.81
Teaching Assistant	08/08/2026	\$23.35
School Bus Driver	08/29/2026	\$28.41
Teaching Assistant	10/03/2026	\$23.82
Teaching Assistant	09/19/2026	\$24.42
Teaching Assistant	08/08/2026	\$23.35
Teaching Assistant	08/08/2026	\$23.35
Teaching Assistant	09/12/2026	\$26.28
Classroom Teacher	09/26/2026	\$47.36
Classroom Teacher	09/08/2026	\$44.21
Clerical	09/26/2026	\$22.99
Teaching Assistant	09/05/2026	\$23.35
Education Assistant	08/08/2026	\$27.25
Teaching Assistant	09/26/2026	\$22.06
Education Assistant	09/12/2026	\$26.70
Teaching Assistant	09/26/2026	\$24.12

Classroom Teacher	09/08/2026	\$52.63
Teaching Assistant	09/26/2026	\$26.81
Teaching Assistant	09/26/2026	\$23.82
Education Assistant	10/03/2026	\$26.70
Teaching Assistant	08/22/2026	\$26.28
Education Assistant	08/29/2026	\$32.46
Teaching Assistant	09/26/2026	\$20.90
Teaching Assistant	09/12/2026	\$23.82
Education Assistant	09/05/2026	\$18.36
Teaching Assistant	08/08/2026	\$23.94
Nutrition Services	08/22/2026	\$18.65
Education Assistant	09/05/2026	\$27.25

Teacher on Special Assignment From: Classroom Teac	08/29/2026	\$57.52
Classroom Teacher From: Teaching Assistant	08/29/2026	\$39.94
Nutrition Services Personnel Career Progression	09/19/2026	\$29.69
Teacher on Special Assignment From: Classroom Teac	08/29/2026	\$59.04
Nutrition Services Supervisor From: Custodian	09/19/2026	\$39.60

Classroom Teacher From: Education Assistant	09/08/2026	\$42.76
Classroom Teacher	09/26/2026	\$38.62
Classroom Teacher	08/08/2026	\$37.11
Classroom Teacher	10/03/2026	\$42.63

Classroom Teacher	08/31/2026
Classroom Teacher	04/23/2026
Classroom Teacher	03/03/2025
Classroom Teacher	08/31/2026
Classroom Teacher	09/05/2026
Classroom Teacher	08/31/2026
Classroom Teacher	05/04/2026
Classroom Teacher	08/31/2026
Teaching Assistant	01/29/2026
Classroom Teacher	05/17/2026
Classroom Teacher	08/31/2026

Nutrition Services	09/02/2026	
Classroom Teacher	04/13/2026	
Machinists	09/30/2026	
Education Assistant	04/24/2026	
Classroom Teacher	08/31/2026	
Education Assistant	08/08/2026	\$38.76
Education Assistant	09/26/2026	\$32.46
Classroom Teacher	09/08/2026	\$60.60
School/Community	09/08/2026	\$48.32
Classroom Teacher	08/29/2026	\$43.78
Teaching Assistant	09/19/2026	\$24.12
Education Assistant	08/29/2026	\$28.75
Nutrition Services	09/26/2026	\$30.58
Classroom Teacher	08/29/2026	\$51.60
Classroom Teacher	09/19/2026	\$65.22
Central Administrator	09/08/2026	\$71.34
Custodian	09/08/2026	\$19.18
Education Assistant	09/08/2026	\$32.01
Teaching Assistant	09/08/2026	\$24.12
Teaching Assistant	09/19/2026	\$26.81
Classroom Teacher	08/29/2026	\$38.62
Teaching Assistant	08/08/2026	\$26.28
Teaching Assistant	09/05/2026	\$23.35
Classroom Teacher	09/05/2026	\$40.76
Teaching Assistant	08/22/2026	\$20.19
Teaching Assistant	09/12/2026	\$26.28
Teaching Assistant	10/03/2026	\$23.82
Teaching Assistant	08/22/2026	\$21.59
Classroom Teacher	08/31/2026	
Classroom Teacher	08/31/2026	

Classroom Teacher	08/31/2026	
Classroom Teacher	09/14/2026	
Classroom Teacher	09/09/2026	
School/Community	08/31/2026	
Classroom Teacher	09/28/2026	
Operations	09/14/2026	
Education Assistant	08/08/2026	
Classroom Teacher	09/21/2026	
Classroom Teacher	08/31/2026	
Classroom Teacher	08/31/2026	
Nutrition Services	09/03/2026	
Teaching Assistant	08/31/2026	
Electrician	09/03/2026	
Education Assistant	08/22/2026	
Teaching Assistant Substitute	09/05/2026	\$20.19
Education Assistant From: Teaching Assistant	09/26/2026	\$32.97
Education Assistant From: Teaching Assistant	09/26/2026	\$23.82
Supervisory	12/19/26	
Clerical	10/15/26	
Professional Employee	10/01/2026	
Clerical	09/05/2026	
Classroom Teacher	08/29/2026	
Education Assistant	12/24/26	
School/Community	09/22/2026	
Teaching Assistant	09/02/2026	
Teaching Assistant	09/05/2026	
Nutrition Services	09/05/2026	
Classroom Teacher	09/30/2026	

Technical	09/23/2026
Classroom Teacher Education	09/11/2026
Teaching Assistant	10/03/2026
Professional Employee	10/03/2026
Teaching Assistant	12/23/26
Education Assistant	09/05/2026
Custodian	09/05/2026
Education Assistant	09/05/2026
Nutrition Services	08/22/2026
Clerical	09/22/2026
Classroom Teacher	09/15/2026
Teaching Assistant	09/05/2026
Education Assistant	09/12/2026
Teaching Assistant	08/22/2026
Teaching Assistant	08/22/2026
Teaching Assistant	08/22/2026
Classroom Teacher	08/22/2026
Teaching Assistant	11/04/2026
Education Assistant	09/22/2026
Education Assistant	09/19/2026
Custodian	09/01/2026
Classroom Teacher Worker	10/17/26
Pipe Fitter	10/01/2026
Teaching Assistant	08/22/2026
Clerical	09/09/2026
Nutrition Services	08/22/2026
Education Assistant	09/26/2026
Classroom Teacher	09/19/2026
Custodian	09/26/2026
Technical	09/26/2026
Teaching Assistant	09/09/2026
Education Assistant	09/16/2026
Teaching Assistant	06/12/2026
Nutrition Services	06/12/2026
Teaching Assistant	06/12/2026
Classroom Teacher	09/05/2026
Education Assistant	06/07/2026
School/Community	09/12/2026

Education Assistant	08/29/2026
Education Assistant	09/12/2026
Teaching Assistant	09/01/2026
Classroom Teacher	10/03/2026
Sheet Metal Worker	12/19/26
Professional Employee	10/07/2026
Teaching Assistant	08/22/2026
Classroom Teacher Teacher	08/22/2026
Teaching Assistant	06/12/2026
Education Assistant	09/05/2026

Teaching Assistant	09/19/2026
Teaching Assistant	08/22/2026
Custodian	09/11/2026
Nutrition Services	08/22/2026
Custodian	09/04/2026

Location

1780 West 7th St - Disc
Mississippi Creative
East African Elementary
271 Belvidere Bldg
Highland Park Middle
The Heights Community
Farnsworth Aerospace Lower
Battle Creek Middle
RiverEast Elem/Secondary
Washington Tech High
1780 West 7th St - Disc
Focus Beyond (18-Adult)
1780 West 7th St - Disc
Capitol Hill Magnet
Frost Lake Elementary
St Anthony Park
Hazel Park Preparatory
Farnsworth Aerospace
Hamline Elementary
RiverEast Elem/Secondary
Washington Tech High
Johnson Senior High
Battle Creek Elementary
Mississippi Creative
Bruce F Vento Elementary
Farnsworth Aerospace Upper
Johnson Senior High
Transportation Services
1780 West 7th St - Disc
Colborne Admin Offices
Farnsworth Aerospace Lower
Washington Tech Middle
Colborne Admin Offices
Daytons Bluff

Washington Tech Middle
1780 W. 7th Street
Early Learning Hub
Creative Arts Secondary
Colborne Admin Offices
Battle Creek Elementary
Cherokee Hts Community
Como Park Elementary
Crossroads Montessori
Farnsworth Aerospace
Johnson Senior High
Johnson Senior High
Maxfield Elementary
1780 West 7th St - Disc
American Indian Magnet
Adams Spanish Immersion
Como Park Elementary
Colborne Admin Offices
Expo for Excellence
Bridge View
Highland Park Middle
St Anthony Park
Como Park Elementary
Groveland Park
Transportation Services
RiverEast Elem/Secondary
Battle Creek Elementary
Johnson Senior High
Farnsworth Aerospace
Crossroads Science
Eastern Heights
Farnsworth Aerospace
Wellstone Elementary
Cherokee Hts Community
Four Seasons A+
Hamline Elementary
Crossroads Science
Benjamin Mays/Museum

Global Arts Plus - Upper
Randolph Heights
Battle Creek Middle
1780 West 7th St - Disc
Nokomis Montessori North
Highland Park Middle
Farnsworth Aerospace
Como Park Elementary
Adams Spanish Immersion
Central Senior High
Washington Tech High
1780 West 7th St - Disc

Colborne Admin Offices
Murray Middle School
Como Service Center
Colborne Admin Offices
Como Service Center

Central Senior High
American Indian Magnet
Central Senior High
Johnson Senior High

Groveland Park
No Assigned Bldg - Misc
No Assigned Bldg - Misc
271 Belvidere Bldg
Chelsea Heights
Washington Tech Middle
271 Belvidere Bldg
Maxfield Elementary
Early Learning Hub
E-STEM Middle School
East African Elementary

Highland Park Senior
Jie Ming Mandarin Immr
Como Service Center
No Assigned Bldg - Misc

LEAP Academy

Cherokee Hts Community School

Focus Beyond (18-Adult)
Colborne Admin Offices
Wellstone Elementary
Creative Arts Secondary
Nokomis Montessori South
Highland Park Elementary
Como Service Center
Highland Park Middle
Battle Creek Middle
Colborne Admin Offices
Farnsworth Aerospace
Expo for Excellence
St Anthony Park
Johnson Senior High
Como Park Elementary
Battle Creek Middle
Early Learning Hub
Highland Park Middle
Frost Lake Elementary
Global Arts Plus - Upper
Bruce F Vento Elementary
American Indian Magnet

Highland Park Senior
Journeys Secondary

Farnsworth Aerospace
RiverEast Elem/Secondary
Maxfield Elementary
Capitol Hill Magnet
East African Elementary
Como Service Center
Mississippi Creative
Como Park Senior High
Mississippi Creative
Washington Tech High
Frost Lake Elementary
Bridge View
Como Service Center

Four Seasons A+

Crossroads Science
Crossroads Science

Como Service Center
Colborne Admin Offices
Colborne Admin Offices
St Anthony Park
Early Learning Hub
Early Learning Hub

Bridge View
Washington Tech Middle
Battle Creek Elementary
Randolph Heights
Colborne Admin Offices

Como Service Center
No Assigned Bldg - Misc
Bridge View
Colborne Admin Offices
Murray Middle School
Horace Mann School
St Anthony Park
Expo for Excellence
Wellstone Elementary
Colborne Admin Offices
271 Belvidere Bldg
Randolph Heights
Highland Park Elementary
Battle Creek Middle
Johnson Senior High
Groveland Park
Agape High school (ALC)
Como Park Elementary
1780 West 7th St - Disc
St Anthony Park
Highwood Hills
RiverEast Elem/Secondary
Como Service Center
The Heights Community
Colborne Admin Offices
St. Paul Music Academy
Highwood Hills
Highland Park Elementary
Como Service Center
Como Service Center
Johnson Senior High
Horace Mann School
Hazel Park Preparatory
L Etoile du Nord French
Highland Park Senior
Highland Park Middle
1780 West 7th St - Disc
Student Placement Center

Rondo Education Center
Horace Mann School
St Anthony Park
Washington Tech Middle
Como Service Center
Colborne Admin Offices
Harding Senior High
Bruce F Vento Elementary
Como Park Senior High
Rondo Education Center

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

DATE: October 20, 2026

TOPIC: Phase Gate Approval of the Maxfield Elementary Electrical Panel and Switchgear Replacement (Project # 4180-26-01): Gate #3 – Project Budget

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Maxfield Elementary Electrical Panel and Switchgear Replacement (Project # 4180-26-01) project at the following phase gate(s):

- a. Gate #3 – Project Budget / Proceed to Bidding

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 14, 2026
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	October 20, 2026 (current)
#4 – Contract Award	February 2027 (anticipated)
#5.1 – Project Close-Out	August 2027 (anticipated)
#5.2 – Final Project Summary	August 2028 (anticipated)

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

Proposed Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$930,000	\$100,322	\$88,964	10%

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

Funding Source	Amount
LTFM FY26-29	\$930,000

5. This item will meet the SPPS 2033 strategic plan priority area of Sustainable Infrastructure.
6. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Senior Executive Officer of Financial Services; and Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATION:

That the Board of Education approve the Maxfield Elementary Electrical Panel and Switchgear Replacement (Project # 4180-26-01) at Phase Gate Check #3 – Project Budget; setting the final project budget at \$930,000 and indicating direction to proceed with construction bidding.

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

DATE: October 20, 2026

TOPIC: Revision to Policy 814.00 Visitors to Schools

A. PERTINENT FACTS:

1. Per SPPS Policy 209.00 - Development, Adoption, Implementation and Monitoring of Policies, and within the section for Policy Revisions without Three Readings:
 - “Revisions that are required due to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process.”
 - “Minor editorial updates that do not affect the title or substance of the policy (e.g., typographical or formatting corrections) are exempt from the three-reading process and will be submitted to the Committee of the Board and Regular Meeting of the Board of Education for approval via the consent agenda.”
 - “An addition of a Purpose Statement, General Statement of Policy, or Definitions that does not alter the scope or intent of the policy is not subject to the three-reading process.”
2. Policy 814.00 Visitors to Schools will be updated through the consent agenda and not through the three-reading process because the revisions consist primarily of the addition of a Policy Purpose and General Statement of Policy that clarify the intent and administration of the existing policy without altering its scope or substantive requirements.
3. The revisions to Policy 814.00 Visitors to Schools include the addition of the following sections:

POLICY PURPOSE

“The purpose of this policy is to maintain a safe and welcoming environment for all Saint Paul Public Schools students, staff and community.”

GENERAL STATEMENT OF POLICY

“The District encourages interest on the part of parents and community members in school programs and student activities. The District welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.

The District reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.”

4. This revision supports the District's commitment to SPPS 2033 Priority Area #2, Deliberate Inclusion by creating an environment where every student, staff and family member experience dignity, connection and comprehensive support.
5. This item is submitted by Laurie Olson, Director of Security and Emergency Management; Jackie Turner, Senior Executive Officer of Operations.

B. RECOMMENDATION:

That the Board of Education approve the revisions to Policy 814.00 – Visitors to Schools.

Adopted: 10/3/1978
Revised: 6/17/2008
xx/xx/2026

Saint Paul Public Schools Policy

814.00

814.00 VISITORS TO SCHOOLS

I. POLICY PURPOSE

The purpose of this policy is to maintain a safe and welcoming environment for all Saint Paul Public Schools students, staff and community.

II. GENERAL STATEMENT OF POLICY

The District ~~school board~~ encourages interest on the part of parents and community members in school programs and student activities. The District ~~school board~~ welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.

The District ~~school board~~ reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. DEFINITIONS

A. "Visitor": For the purposes of this policy, a visitor to a school shall mean a person other than a student enrolled or a staff member assigned at the school.

IV. EXPECTATIONS

All visitors to school buildings shall report their presence and purpose to the principal or other person in charge of the school building upon arrival, except for extra curricular activities and other designated school events outside of the regular instructional school day.

V. ~~ENFORCEMENT~~

LEGAL REFERENCES:

Saint Paul Legislative Code §§ 283.01-283.03

CROSS REFERENCES:

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

DATE: October 20, 2026

TOPIC: Revision to Policy 609.00 - Religion

A. PERTINENT FACTS:

1. Per SPPS Policy 209.00 - Development, Adoption, Implementation and Monitoring of Policies, and within the section for Policy Revisions without Three Readings:
 - "Revisions that are required due to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process."
 - "Minor editorial updates that do not affect the title or substance of the policy (e.g., typographical or formatting corrections) are exempt from the three-reading process and will be submitted to the Committee of the Board and Regular Meeting of the Board of Education for approval via the consent agenda."
 - "An addition of a Purpose Statement, General Statement of Policy, or Definitions that does not alter the scope or intent of the policy is not subject to the three-reading process."
2. Policy 609.00 - Religion will be updated through the consent agenda and not through the three-reading process because the revisions consist primarily of the addition of a Policy Purpose and General Statement of Policy that clarify the intent and administration of the existing policy without altering its scope or substantive requirements.
3. The revisions to Policy 609.00 - Religion include the addition of the following sections:

POLICY PURPOSE

The purpose of this policy is to establish guidelines for addressing religion and religious materials, beliefs, customs, and holidays within the School District in a manner that is consistent with applicable law, protects individual rights, and promotes respect and tolerance for diverse religious and non-religious views.

GENERAL STATEMENT OF POLICY

The School District shall neither promote nor disparage any religious belief or non-belief. Instead, the School District encourages all students and employees to have appreciation for and tolerance of each other's views. The School District shall respect the rights of students and employees to hold, express, or decline to hold religious beliefs, consistent with applicable law and School District policy.

RESPONSIBILITY

1. It shall be the responsibility of the Superintendent or designee to ensure that the study of religious materials, customs, beliefs and holidays in the School District is in keeping with the following guidelines:
 - The proposed activity must have a secular purpose;
 - The primary objective of the activity must be one that neither advances nor inhibits religion;
 - The activity must not foster excessive governmental relationships with religion;
 - The activity must be conducted in a manner that does not constitute religious instruction, promotion, or indoctrination.
2. The Superintendent or designee is granted authority to develop and implement directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Such directives and guidelines shall be consistent with applicable federal and state law and this policy.
5. This revision supports the District's strategic plan focus area of Deliberate Inclusion.
6. This item is submitted by Pat Pratt-Cook, Senior Executive Human Resources Officer.

B. RECOMMENDATION:

That the Board of Education approve the revisions to Policy 609.00 – Religion.

Adopted: 1974
Revised: 12/4/1984
10/21/1997
6/17/2008
xx/xx/2026

Saint Paul Public Schools Policy 609.00

609.00 RELIGION

I. POLICY PURPOSE

The purpose of this policy is to establish guidelines for addressing religion and religious materials, beliefs, customs, and holidays within the School District in a manner that is consistent with applicable law, protects individual rights, and promotes respect and tolerance for diverse religious and non-religious views.

II. GENERAL STATEMENT OF POLICY

1. The School District shall neither promote nor disparage any religious belief or non-belief. Instead, the School District encourages all students and employees to have appreciation for and tolerance of each other's views. The School District shall respect the rights of students and employees to hold, express, or decline to hold religious beliefs, consistent with applicable law and School District policy.
2. The School District supports the inclusion of religious music, art, drama and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
3. The history and contemporary values and the origin of various religions, holidays, customs and beliefs may be explained in an unbiased and nonsectarian manner.
4. To the extent possible, special school events, such as public meetings, hearings, and dedications, shall be scheduled at times which are not likely to conflict with observance of religious holidays.

III. RESPONSIBILITY

1. It shall be the responsibility of the Superintendent or designee to ensure that the study of religious materials, customs, beliefs and holidays in the School District is in keeping with the following guidelines:
 - The proposed activity must have a secular purpose;

- The primary objective of the activity must be one that neither advances nor inhibits religion;
 - The activity must not foster excessive governmental relationships with religion;
 - The activity must be conducted in a manner that does not constitute religious instruction, promotion, or indoctrination.
2. The Superintendent or designee is granted authority to develop and implement directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Such directives and guidelines shall be consistent with applicable federal and state law and this policy.

LEGAL REFERENCES:

CROSS REFERENCES:

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

DATE: October 20, 2026

TOPIC: Revision to Policy 422.00 - Solicitation of Staff

A. PERTINENT FACTS:

1. Per SPPS Policy 209.00 - Development, Adoption, Implementation and Monitoring of Policies, and within the section for Policy Revisions without Three Readings:
 - "Revisions that are required due to a change in statute, rule, or other governmental mandate may be made through the consent agenda rather than through the three-reading process."
 - "Minor editorial updates that do not affect the title or substance of the policy (e.g., typographical or formatting corrections) are exempt from the three-reading process and will be submitted to the Committee of the Board and Regular Meeting of the Board of Education for approval via the consent agenda."
 - "An addition of a Purpose Statement, General Statement of Policy, or Definitions that does not alter the scope or intent of the policy is not subject to the three-reading process."
2. Policy 422.00 - Solicitation of Staff will be updated through the consent agenda and not through the three-reading process because the revisions consist primarily of the addition of a Policy Purpose and General Statement of Policy that clarify the intent and administration of the existing policy without altering its scope or substantive requirements.
3. The revisions to Policy 422.00 - Solicitation of Staff include the addition of the following sections:

POLICY PURPOSE

The purpose of this policy is to establish requirements and procedures governing the solicitation of Saint Paul Public Schools staff members for charitable contributions and to ensure that charitable fundraising conducted within the District is orderly, voluntary, and consistent with applicable registration and campaign requirements.

GENERAL STATEMENT OF POLICY

Collections from staff members by or for charitable agencies within Saint Paul Public Schools shall be limited to:

1. **District established Foundation and** any other charitable organization organized exclusively to receive and disburse funds, property, and gifts for the exclusive benefit of Saint Paul Public Schools; and
2. Registered combined charitable organizations registered at the time of staff member solicitation with the Office of the Attorney General pursuant to Minnesota Statutes Chapter 309. The registered combined charitable organization must also be approved to participate in the state employee combined charitable campaign...

All registered combined charitable organizations must comply with the registration and campaign procedure requirements of this policy to participate in the solicitation of staff members. **A District established Foundation** and any other like charitable organization**s** must comply with the campaign procedure requirements of this policy to participate in the solicitation of staff members.

REGISTRATION

On or before May 1 of each year, each combined charitable organization desiring to solicit collections from staff members in Saint Paul Public Schools shall file a letter of application with, and on a form provided by, the Executive Director **of Financial Services**. The application shall be accompanied by:

1. A true and correct copy of the organization's most recent annual report filed with the Office of the Attorney General pursuant to Minnesota Statutes Section 309.53, as amended; and
2. A copy of the letter indicating acceptance by the State Department of Employee Relations.

The Superintendent **or designee** shall approve or disapprove each annual registration by July 1. If approved, such approval shall be contingent upon subsequent registration with the Office of the Attorney General for the calendar year in which staff members will be solicited.

CAMPAIGN PROCEDURES

Each duly registered and approved combined charitable organization, **District-established Foundation** and any other like charitable organization soliciting collections from staff members in Saint Paul Public Schools:

1. Shall participate in a single, unified fundraising campaign in Saint Paul Public Schools once each school year on such dates as designated by the Board of Education upon recommendation of the Superintendent **or designee**.
2. Shall conduct its annual fundraising campaign in Saint Paul Public Schools in accordance with procedures established by the Superintendent **or designee...**

ADMINISTRATION

The Superintendent **or designee** shall establish procedures necessary to implement this policy.

5. This revision supports the District's strategic plan focus area of Deliberate Inclusion.
6. This item is submitted by Pat Pratt-Cook, Senior Executive Human Resources Officer.

B. RECOMMENDATION:

That the Board of Education approve the revisions to Policy 422.00 - Solicitation of Staff.

Adopted: 1974
Revised: 9/8/1994
10/1/1996
6/17/2008

Saint Paul Public Schools Policy 422.00

422.00 SOLICITATION OF STAFF

I. POLICY PURPOSE

The purpose of this policy is to establish requirements and procedures governing the solicitation of Saint Paul Public Schools staff members for charitable contributions and to ensure that charitable fundraising conducted within the District is orderly, voluntary, and consistent with applicable registration and campaign requirements.

II. GENERAL STATEMENT OF POLICY

Collections from staff members by or for charitable agencies within Saint Paul Public Schools shall be limited to:

1. ~~Saint Paul Public Schools Foundation, Incorporated, and District established Foundation and~~ any other charitable organization organized exclusively to receive and disburse funds, property, and gifts for the exclusive benefit of Saint Paul Public Schools; and
2. Registered combined charitable organizations registered at the time of staff member solicitation with the Office of the Attorney General pursuant to Minnesota Statutes Chapter 309. The registered combined charitable organization must also be approved to participate in the state employee combined charitable campaign.

Any registered combined charitable organization failing to obtain a contribution commitment from a minimum of five percent (5%) of the total number of staff contributing in a single unified fundraising campaign shall be excluded from the following year's campaign. An excluded organization may reapply for participation after the one-year exclusion period.

All registered combined charitable organizations must comply with the registration and campaign procedure requirements of this policy to participate in the solicitation of staff members. ~~Saint Paul Public Schools Foundation, Incorporated, A District established Foundation~~ and any other like charitable organizations must comply with the campaign procedure requirements of this policy to participate in the solicitation of staff members.

III. REGISTRATION

On or before May 1 of each year, each combined charitable organization desiring to solicit collections from staff members in Saint Paul Public Schools shall file a letter of application with, and on a form provided by, the Executive Director, ~~Business and Financial Affairs~~ of Financial Services. The application shall be accompanied by:

1. A true and correct copy of the organization's most recent annual report filed with the Office of the Attorney General pursuant to Minnesota Statutes Section 309.53, as amended; and
2. A copy of the letter indicating acceptance by the State Department of Employee Relations.

The Superintendent ~~or designee~~ shall approve or disapprove each annual registration by July 1. If approved, such approval shall be contingent upon subsequent registration with the Office of the Attorney General for the calendar year in which staff members will be solicited.

IV. CAMPAIGN PROCEDURES

Each duly registered and approved combined charitable organization, ~~Saint Paul Public Schools Foundation, Incorporated, District-established~~ Foundation and any other like charitable organization soliciting collections from staff members in Saint Paul Public Schools:

1. Shall participate in a single, unified fundraising campaign in Saint Paul Public Schools once each school year on such dates as designated by the Board of Education upon recommendation of the Superintendent ~~or designee~~.
2. Shall conduct its annual fundraising campaign in Saint Paul Public Schools in accordance with procedures established by the Superintendent ~~or designee~~.
3. Shall not, directly or indirectly, coerce any staff member to contribute to its annual fundraising campaign.
4. Shall not distribute to any other person or entity, for fundraising purposes, the names of staff members making or not making contributions to its annual fundraising campaign in Saint Paul Public Schools.
5. May utilize biweekly payroll deduction if the Payroll Department receives the written request of the contributing staff member.

- a. Each staff member requesting payroll deduction shall be considered to consent to such deduction and to the transmission of the amount so deducted to the designated charitable organization.
 - b. The Payroll Department shall retain the amounts so deducted and shall transmit the sum total of the deductions to the accounts of the contributing staff members. Such transmission shall be considered as payments to the contributing staff members of the amounts so transmitted.
 - c. Payroll deduction shall not be considered an assignment to the designated charitable organization of any interest in the monies so deducted other than as agent of the contributing staff members.
 - d. The School District shall not be liable to the designated charitable organization or to any contributing staff member for any failure to make a proper deduction or transmittal of the amounts designated for payroll deduction.
 - e. The School District may charge a reasonable fee to each designated charitable organization for processing and administering payroll deduction.
6. May allow a staff member to designate his or her contribution for any charitable agency, whether or not such charitable agency normally receives funds from the registered combined charitable organization.

V. SOLICITATION OF STUDENTS

Students shall not be solicited for charitable contributions by any outside agency.

VI. MAGAZINE DRIVES

Magazine sales or subscription drives may be held in the schools provided that the vendor guarantees delivery of products to buyers.

VII. ADMINISTRATION

The Superintendent or designee shall establish procedures necessary to implement this policy.

LEGAL REFERENCES:

CROSS REFERENCES:

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

DATE: October 20, 2026

TOPIC: Proposed 2026-2027 Superintendent Goals

A. PERTINENT FACTS:

1. The proposed 2026-2027 superintendent goals were reviewed by the board during its October 6, 2026 Committee of the Board meeting, and are now being presented for approval.
2. These strategic goals reflect the commitment to academic excellence, student success, community engagement, and responsible fiscal stewardship.
3. Designed in alignment with our SPPS 2033 strategic plan, the goals outline targeted milestones across strategic plan execution, facilities analysis, budget sustainability, and systems wide effectiveness.
4. The proposed goals are outlined in the attached document within these areas:
 - Goal 1. Strategic Plan Distribution and Oversight Matrix
 - Goal 2. Community Engagement on the Strategic Plan
 - Goal 3. Facilities Portfolio Analysis
 - Goal 4. Budget
 - Goal 5. Strategic Plan Monitoring Committee
 - Goal 6. Board Updates on BIGG Goals
 - Goal 7. SELT Departmental Continuous Improvement
5. This revision supports each of the District's strategic plan focus areas.
6. This item is submitted by Dr. Stacie Stanley, Superintendent.

B. RECOMMENDATION:

That the Board of Education approve the proposed 2026-2027 Superintendent Goals as outlined in the attached document.

To: Saint Paul Public Schools Board of Education,

The proposed 2026-2027 superintendent goals were reviewed by the board during its October 6, 2026 Committee of the Board meeting, and are now being presented for approval.

These strategic goals reflect my commitment to academic excellence, student success, community engagement, and responsible fiscal stewardship. Designed in alignment with our SPPS 2033 strategic plan, the goals outline targeted milestones across strategic plan execution, facilities analysis, budget sustainability, and systems wide effectiveness.

Respectfully submitted,



Superintendent Stacie Stanley
Saint Paul Public Schools

Superintendent Proposed 2026-2027 Goals

Goal 1. Strategic Plan Distribution and Oversight Matrix (*Standard 1 — Strategic Plan*)

By November 2026, ensure a 4-year distribution matrix for all SPPS 2033 benchmarks is created, with sponsors and owners assigned for the 2026–2027 implementation year.

Goal 2. Community Engagement on the Strategic Plan (*Standard 3 — Engagement*)

By October 2026, extend community engagement infrastructure into implementation — keeping families, students, staff and broader community informed of Year 1 priorities, with input that visibly shapes execution.

Goal 3. Facilities Portfolio Analysis (*Standard 4 — Facilities Planning & Management*)

By June 2027, ensure completion of the Facilities Portfolio Analysis process — developing criteria with stakeholders and opening it to broader community review, applying the criteria to build scenarios, conducting community and Board review of the scenarios, and submitting a final leading recommendation for Board approval.

Goal 4. Budget**4.A — FY 28 Budget Development** (*Standard 2 — Budget Development and Maintenance*)

By June 2027, lead a balanced FY28 budget using reallocation, reduction, and revenue-generation strategies that is approved on schedule with no unresolved structural gap.

4.B — Operating Referendum Renewal (*Standard 2 — Bond and Levy Campaigns*)

By June 2027, ensure the school board is fully informed with ample time to decide whether or not they will execute a one-time renewal of the district's expiring operating referendum under Minn. Stat. § 126C.17, Subd. 9b, at the same per-pupil amount as the current referendum.

Goal 5. Strategic Plan Monitoring Committee (*Standard 4 — SELT Management*)

By February 2027, establish the SPPS 2033 benchmark monitoring committee, with defined membership, meeting cadence, and a review/feedback protocol.

Goal 6. Board Updates on BIGG Goals (*Standard 1 — BIGG Goals*)**6.A – Student Success & Hmong Project Reporting:**

Throughout SY26–27, ensure the African American Student Success framework and the six H.M.O.N.G Project goals meet the Board's reporting charge and report timeline, with each presented at its scheduled Board meeting.

6.B – iPad/Technology Evaluation:

By June 2027, ensure completion of the community-collaborative evaluation of iPad use in SPPS — examining cost and cost savings, instructional impact, and academic and socioemotional effects — with findings delivered to the Board and any resulting policy or procedure recommendations identified.

Goal 7. SELT Departmental Continuous Improvement (*Standard 4 – SELT Management*)

By November 2026, ensure each SELT member has finalized and prepared for full execution a Continuous Department Improvement Plan (C-DIP)—aligned with SPPS 2033 benchmarks, SPPS BIGG goals, and the IROD decision-making framework—that includes goals, Key Indicators of Progress and Metrics. The superintendent will work with SELT members to monitor the progress toward meeting their goals throughout the 2026-2027 school year.

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

DATE: October 20, 2026

TOPIC: Phase Gate Approval of the Multi-Site Pool AHU Replacement – Central HS Site
(Project # 0579-27-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Multi-Site Pool AHU Replacement - Central HS Site (Project # 0579-27-01) project at the following phase gate(s):

- a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 15, 2025
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	May 19, 2026
#4 – Contract Award	October 20, 2026 (current)
#5.1 – Project Close-Out	August 2027 (anticipated)
#5.2 – Final Project Summary	August 2028 (anticipated)

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

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$4,238,000	\$138,032	\$98,450	2%

4. The following bids were received for the Central site:

Lump Sum Base Bid plus Alternate #1

Market & Johnson, Inc.....Central: \$1,452,400
Morcon Construction.....Central: \$1,620,275

5. Bids will be reviewed by Purchasing.

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

Funding Source	Amount
LTFM FY26-29	\$4,238,000

7. This item will meet the SPPS 2033 strategic plan priority area of Sustainable Infrastructure.

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

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A27-6617 for the Multi-Site Pool AHU Replacement, Central HS Site (Project # 0579-27-01) to Market & Johnson, Inc. for a lump sum base bid plus Alternate 1 of \$1,452,400.



Saint Paul
PUBLIC SCHOOLS

Immigration & Fall Staffing Adjustments

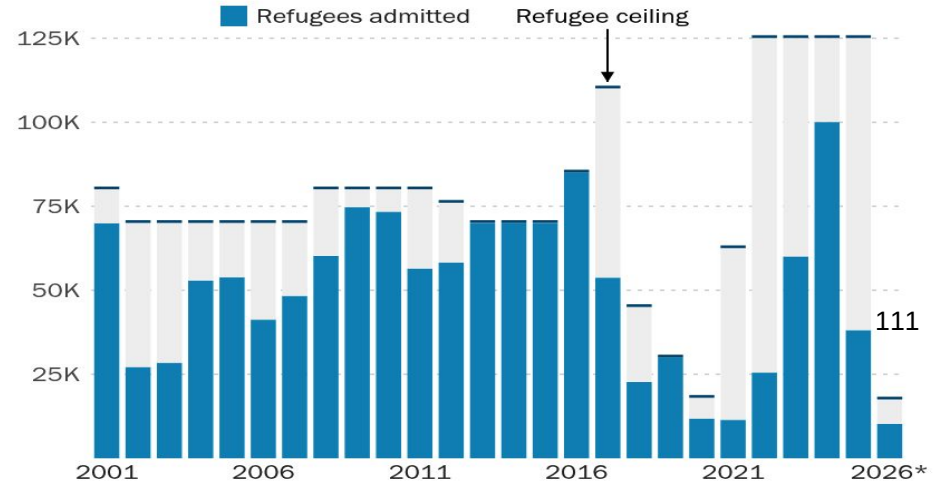
Board of Education
October 20, 2026

Refugee Data

2026 marks a historic low in U.S. refugee cap and admittances. This status has been reserved exclusively for White Afrikaans.

Refugee admissions to the U.S. have dropped sharply during Trump's second term

Number of refugees admitted to the U.S. each fiscal year



* Fiscal 2026 data is through July 31.

Note: Federal fiscal years begin Oct. 1 and end Sept. 30. The State Department's refugee counts for fiscal years 2001 through 2019 include Amerasian immigrants, or people born in certain Asian countries to Asian mothers and U.S. citizen fathers who immigrated to the U.S.

Source: U.S. Department of State Refugee Processing Center, Refugee Admissions Report.

PEW RESEARCH CENTER

Restrictive Immigration Policies

- 75 Banned Countries prohibited from receiving immigrant visas (struck down last month)
- Since 1/20/25: Temporary Protective Status (TPS) non-renewed for Nicaragua, Nepal, Honduras, Haiti, Yemen, Burma (Myanmar), South Sudan, Somalia and Ethiopia
- Current TPS: Ukraine (10/19/26), Lebanon (11/27/26), Sudan (10/19/26), Venezuela (10/2/26), El Salvador: TBD

MPRnews

For more than four decades, Minnesota has been one of the country's leading refugee resettlement states with about 2,000 to 3,000 people arriving each year.

Only 111 refugees have arrived in Minnesota since October. All of them are white Afrikaners from South Africa.



Deportations and Operation Metro Surge

- 11,000 Minnesota residents were deported by federal immigration enforcement between the beginning of President Trump's second term and the end of Operation Metro Surge
- Post-Metro Surge, ICE arrested 900 immigrants in Minnesota between March and early August, with a gradual increase in arrests since March 2026

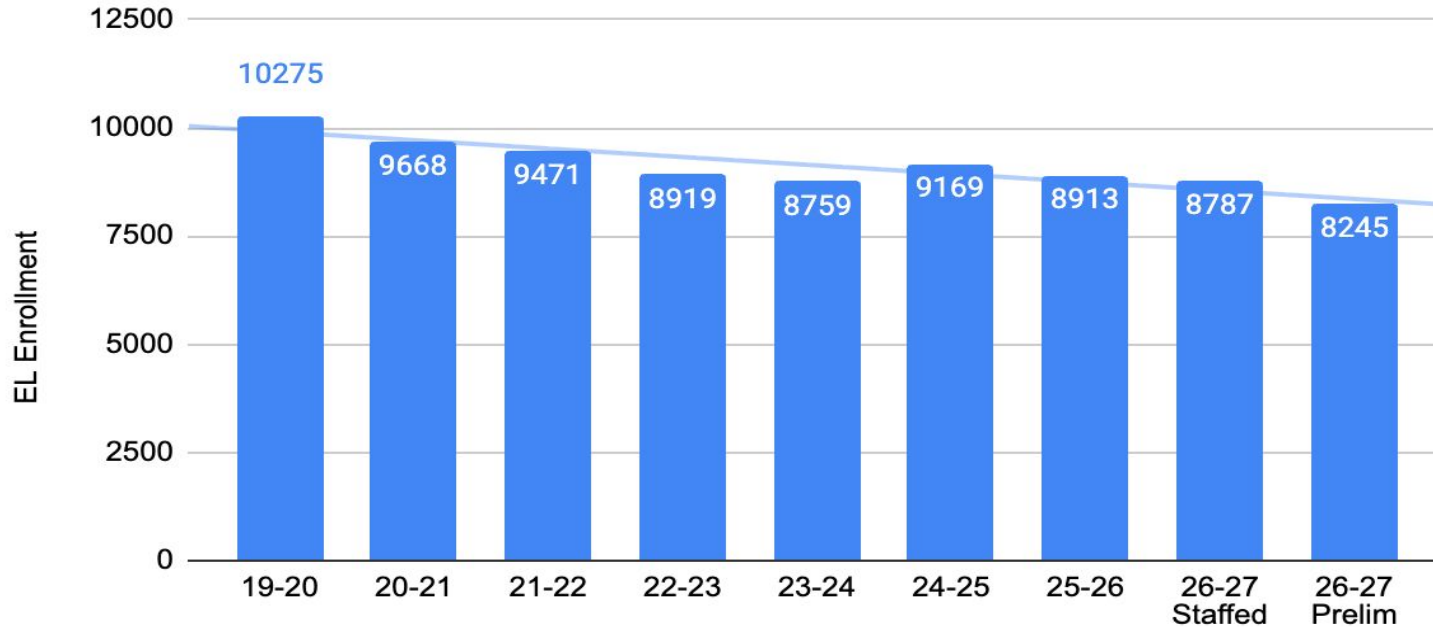
Source: The Minnesota Star Tribune

Enrollment Impact

114

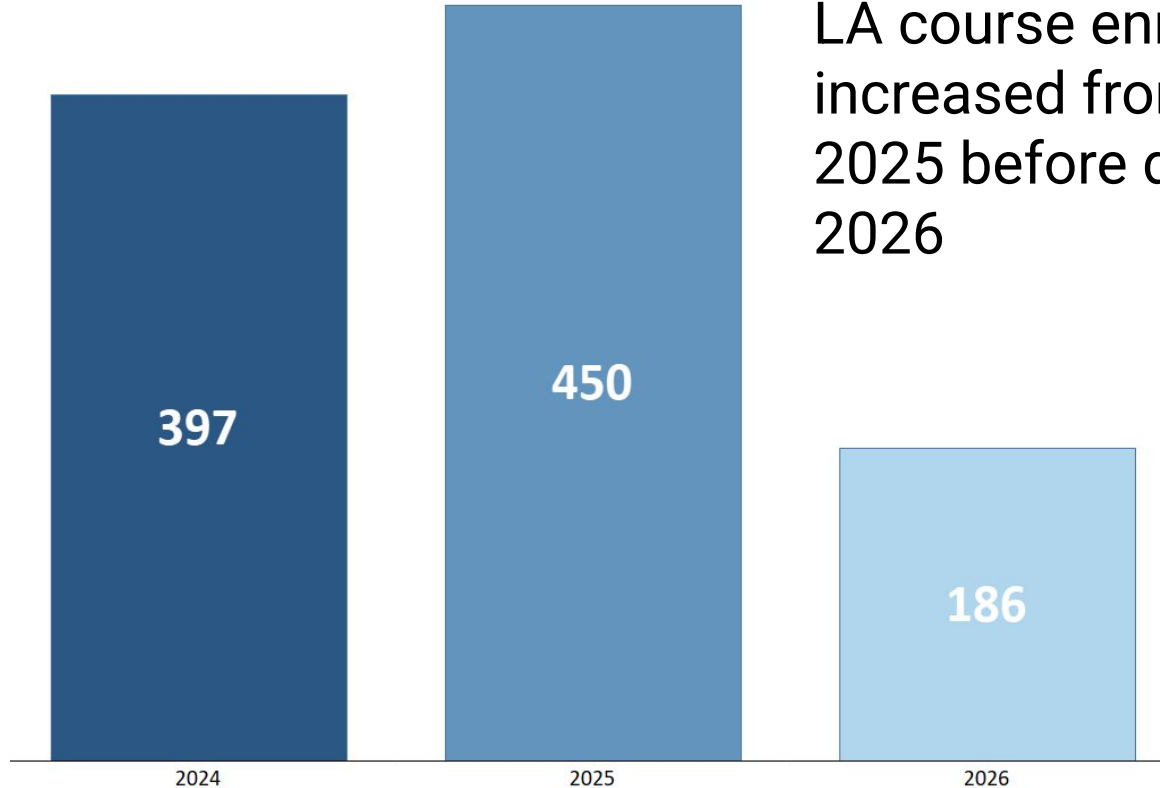
SPPS EL Student Enrollment - Oct. 1 Trend

EL Enrollment vs. Year



115

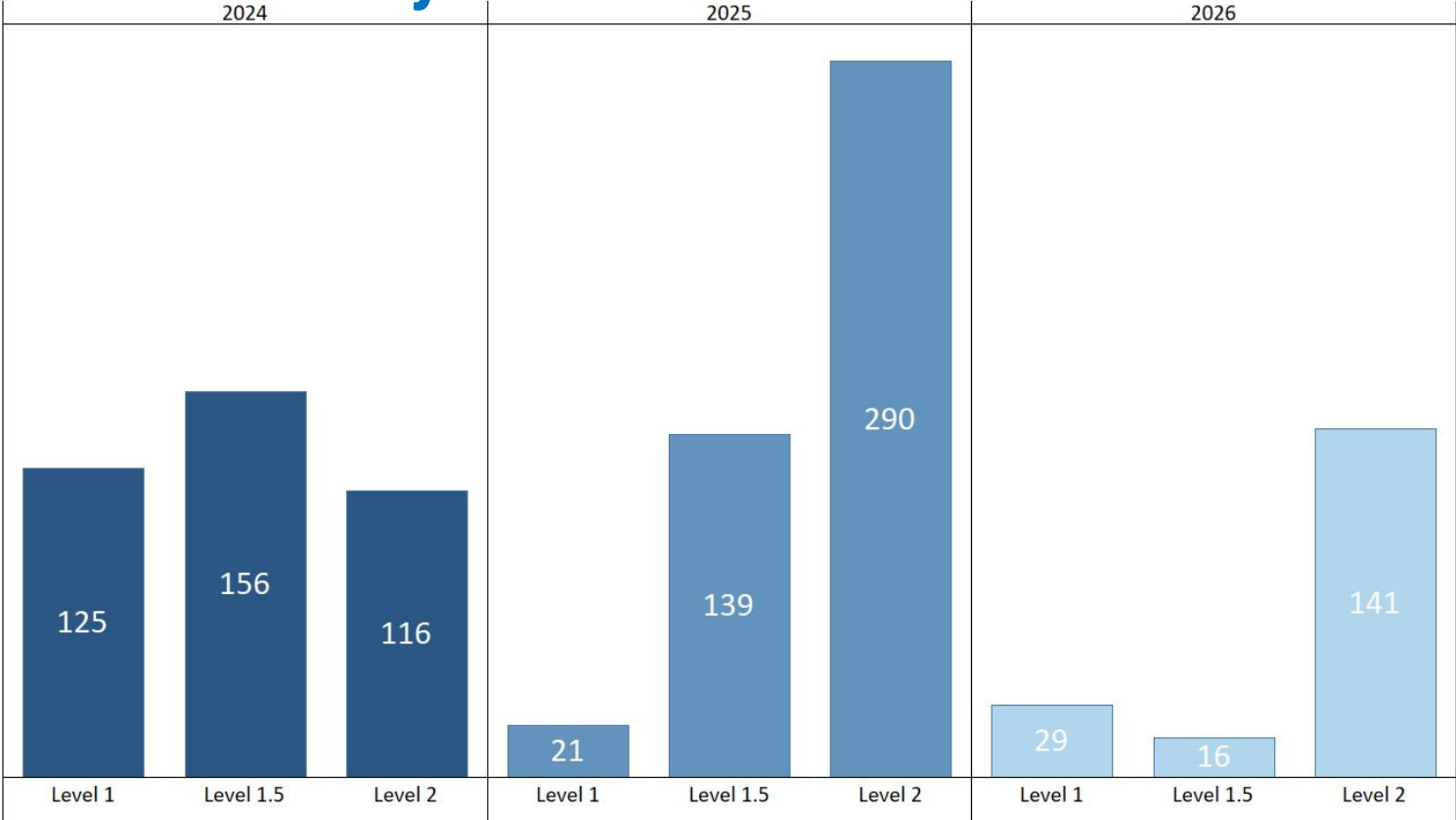
Secondary (6-12) Language Academy (LA) Course Enrollment Trend



LA course enrollment increased from 2024 to 2025 before declining in 2026

116

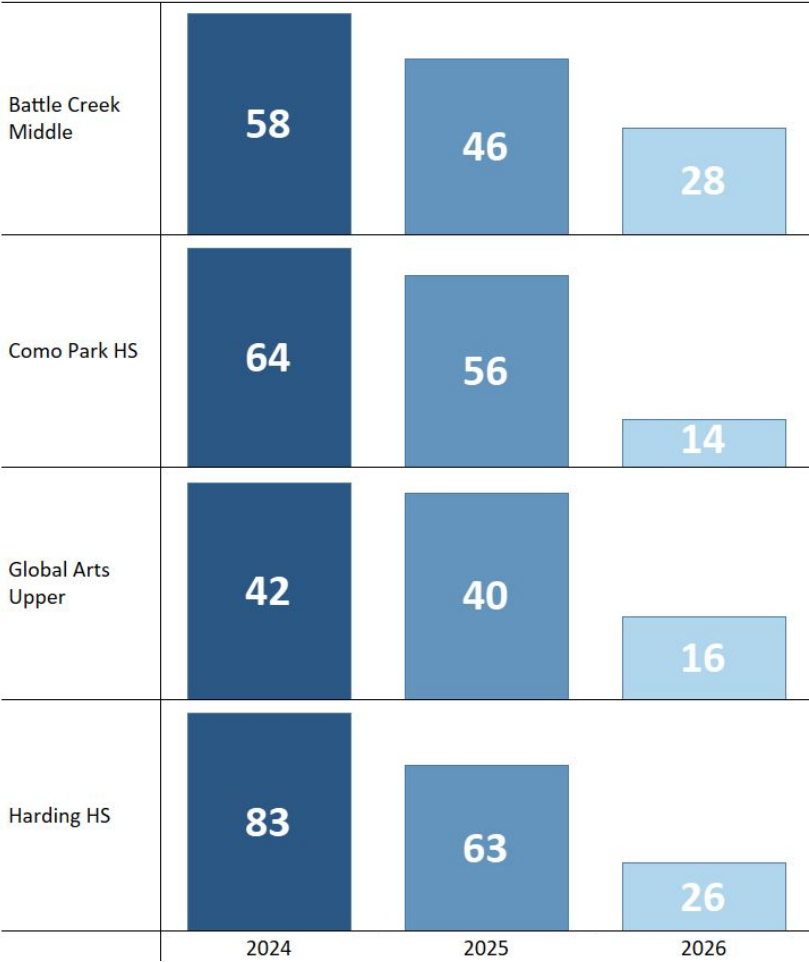
Secondary (6-12) Language Academy Course Enrollment by Level Trend



2024 enrollment is noticeably different from 2025 and 2026; Levels 1 and 1.5 enrollment is substantially lower than 2024, and substantially lower than Level 2 enrollments.

6-12 Language Academy Course Enrollment by Site Trend

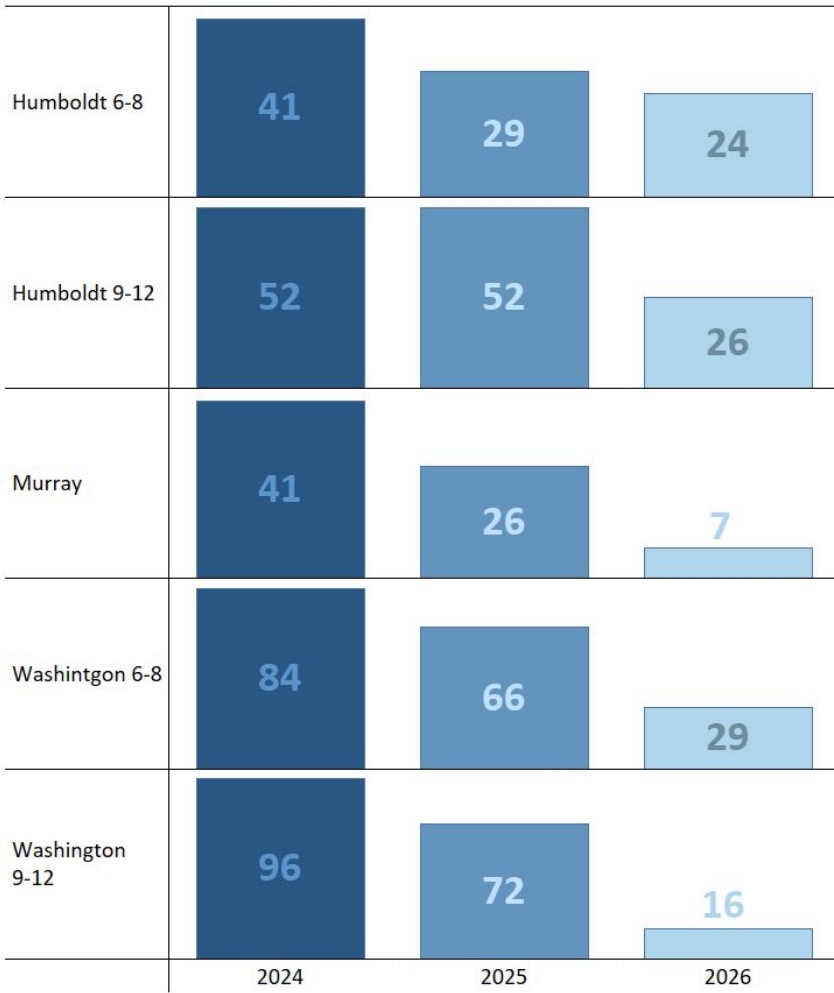
Course enrollment declines from 2024 to 2026.



118

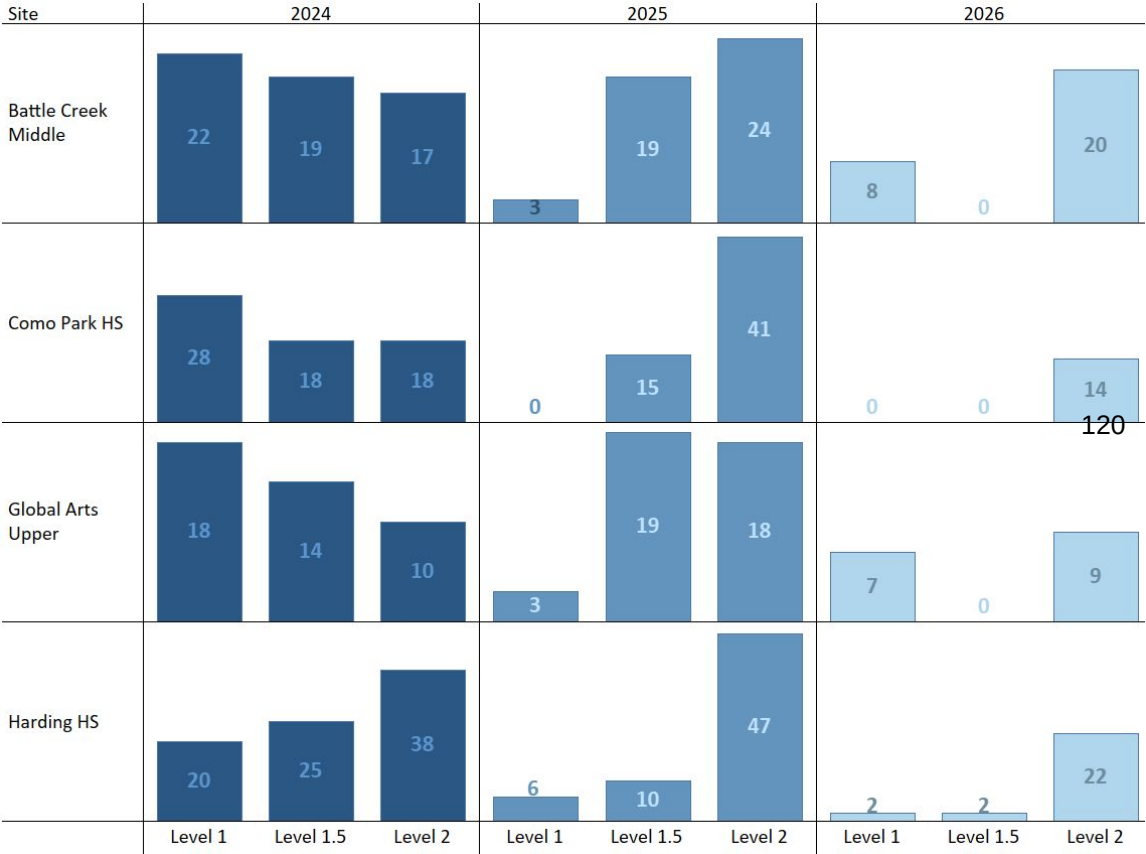
6-12 Language Academy Course Enrollment by Site Trend (continued)

Course enrollment declines from 2024 to 2026 with one exception, Humboldt 9-12 where 2024 and 2025 are equal.



119

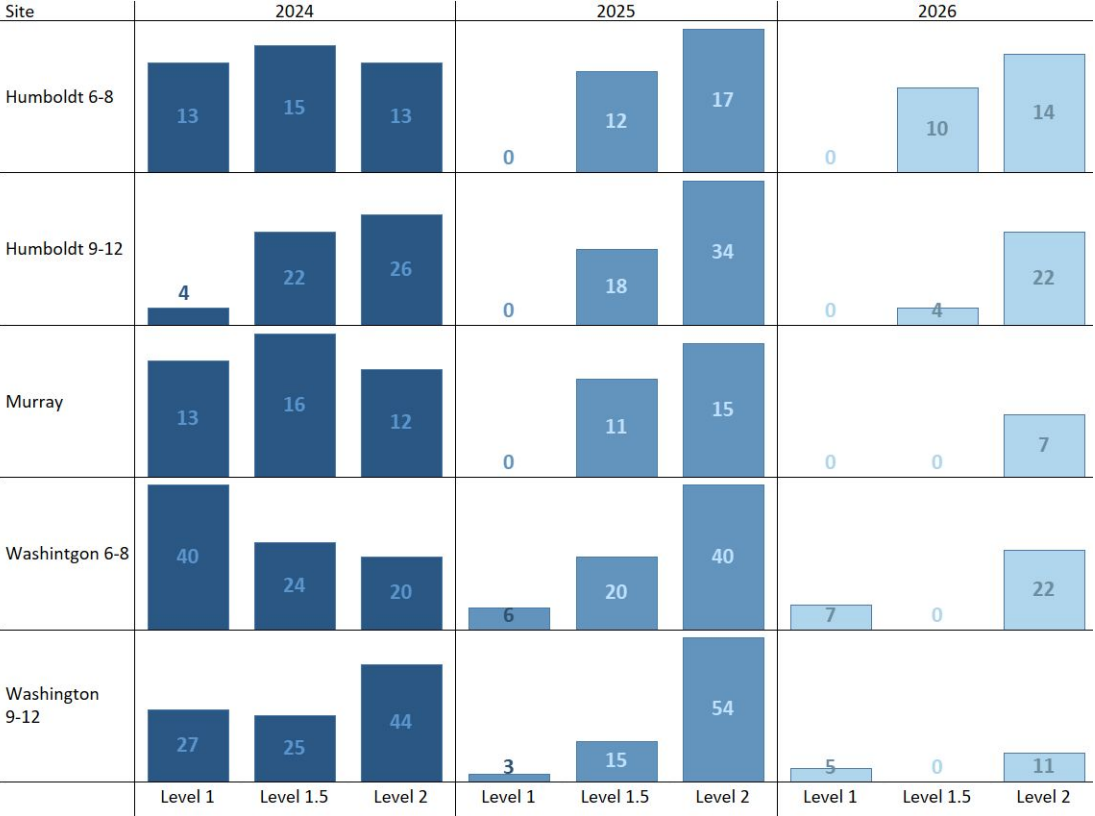
Secondary (6-12) Language Academy Enrollment by Site and Level Trend



2024 enrollment by level is noticeably different from 2025 and 2026.

2025 and 2026 Level 1 and 1.5 enrollments are substantially lower as compared to both 2024 and Level 2.

Secondary (6-12) Language Academy Enrollment by Site and Level Trend (continued)



2024 enrollment by level is noticeably different from 2025 and 2026.

2025 and 2026 Level 1 and 1.5 enrollments are substantially lower as compared to both 2024 and Level 2.

Staffing Impact

122

October 1, 2026 Staffing Numbers

EL teacher FTE staffed in spring for 2026-27 school year: **237.8**

EL teacher FTE needed as of 10/1/26: **219.3** FTE to remain in compliance with the contractually required EL teacher-to-student ratio at each school

123

This is a difference of 18.5 FTE

Fall Adjustment Parameters

Total staffing reductions needed: 18.5 FTE

- 1.) 1.6 FTE are unfilled vacancies, which will reduce the number of FTE reductions needed
- 2.) 1.0 FTE teacher going on leave until retirement in 12/26, will reduce the reductions needed

124

Target FTE reduction: 15.9 FTE

Actual FTE reduction: 15.8 FTE

Staffing Considerations and Process

- Impacted teachers shall be notified in writing at least thirty (30) days prior to the effective date of the layoff. Teachers shall be given, in writing, the reason for such action at the time the notice is given
- Care will be taken to match teachers with split assignments based on the schools' programming and proximity
- If an EL teacher whose position is eliminated holds multiple licenses, they may have rights to other positions in the district based on seniority
- In addition, vacant positions across the district that are not required or essential to daily operations will not be filled

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Impact to Schools & Schedules

- **No student who is identified to receive EL services will stop receiving them as a result of these changes**
- Student schedules will be impacted, particularly in middle and high schools
- At least 53 sites will be impacted due to contractual rules around layoffs and seniority
- EL teachers will be assigned to the minimum number of buildings possible. This may be more than 2 in some cases
- Changes will occur at the beginning of the second quarter

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Budget Impact

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Impact of EL Enrollment Decline on FY27 Budget

2026-27 EL Enrollment Used for Staffing

Projected EL enrollment for 2026-27 staffing (January 2026)	8,787
Preliminary EL enrollment for 2026-27 (Oct. 1, 2026)	8,245 ₁₂₈
Difference from projected to preliminary EL enrollment	-542
Loss of EL revenue for FY27	-\$4,914,179

Impact of EL Enrollment Decline on Unassigned Fund Balance

	In Dollars (M)	In Percent (%)
Current FY27 Budgeted Fund Balance Amount	\$43.63 M	5.26%
Fund Balance with \$4.91 million in Lost EL Revenue	\$38.72 M	4.67%

Policy 701.01 - Fund Balance

The administration shall plan and manage annual revenue and expenditure budgets that provide an unassigned general fund balance of at least five percent (5%) of annual general fund expenditures. 5% would fund 18 days of general fund operations.

Recommendation

In order to maintain a balanced FY27 budget and minimum 5% fund balance and align our staffing with our 2026-27 student enrollment, the District will reduce 18.5 FTE of English Learner teachers and reassign the contractually required number teachers to provide EL services to every student who is identified to receive those services. In addition, the district will not fill any vacant positions that are not contractually required or essential to daily operations.



Immigration and Fall Staffing Adjustments

Board of Education Report | October 20, 2026

Background

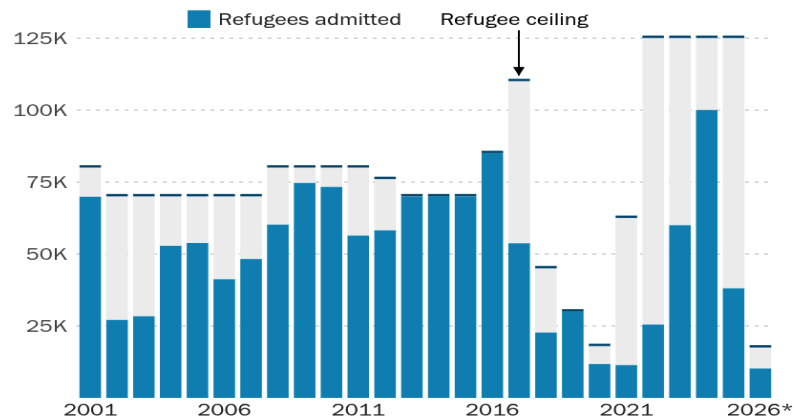
For generations, Saint Paul has been a safe and welcoming landing place for immigrants and refugees from countries around the world. These new residents have made our city better, bigger and brighter. Many of them have raised families and enrolled their children in Saint Paul Public Schools (SPPS).

Since January 2025, the number of newcomers settling in our city has declined sharply due to stricter immigration and refugee resettlement policies at the federal level.

Immigration from over 75 nations was halted and refugee and asylum processing was significantly reduced. While SPPS has traditionally welcomed hundreds of newcomers to our schools each year, in fall 2025, this number was down drastically to only 16 students.

Refugee admissions to the U.S. have dropped sharply during Trump's second term

Number of refugees admitted to the U.S. each fiscal year



* Fiscal 2026 data is through July 31.

In December 2025, the federal immigration enforcement action known as Operation Metro Surge began in the Twin Cities. SPPS started to see further declines in our English learner (EL) enrollment. This decline continued to worsen each month (January-May 2026). By June 2026, SPPS ended the school year with approximately 337 fewer English learners than the number that were enrolled as of the official October 1, 2025, student count.

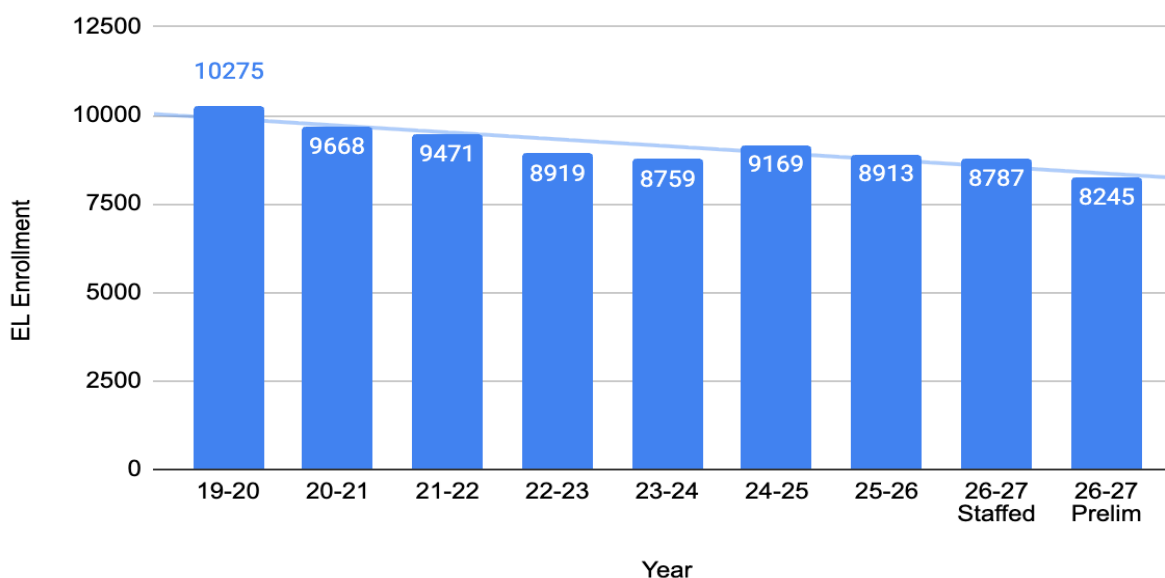
Student Enrollment

Why is the preliminary enrollment different from the projected enrollment?

The District allocated its 2026-27 EL educators based on a projected 8,787 EL students. This projection was based on the number of EL students enrolled as of January 2026 (8,775). The

impact of Operation Metro Surge was still unknown at this time. By late August, it became clear that the actual number of EL students returning to SPPS would be much lower than previously anticipated. SPPS used its standard process to monitor enrollment through October 1 to determine any EL staffing adjustments. The preliminary October 1, 2026, count for EL students was 8,245. This is a decline of 542 students from the number used for budgeting and staffing allocations (8,787).

EL Enrollment vs. Year



What happens if the students come back?

While we certainly hope that these students come back, there are no guarantees that will happen. This year's decline in English Learner enrollment was escalated due to Operation Metro Surge and federal immigration policy changes. Historically, in years when student enrollment has declined, there has not been a pattern of students returning.

In the event that students do return, the District would review staffing levels and determine where adjustments need to be made. If more staff are needed to serve additional students, the District would begin the recall process in seniority order until required staffing levels are met, followed by actively recruiting other qualified candidates if needed.

Staffing Impact

Making adjustments that directly affect our staff is one of the most difficult decisions a District can make. We deeply value the dedication of our staff. In order to align our resources with our current student enrollment, maintain the district's long-term financial stability and stay in compliance with the 5% fund balance policy, necessary staffing adjustments must be made.

Why are layoffs necessary? How do these layoffs interact with ongoing concerns from last year's budget cycle about fractional staffing allocations?

The staffing adjustments being made this fall build upon last spring's budget process by aligning with the EL staffing ratios outlined in the Saint Paul Federation of Educators (SPFE) collective bargaining agreement. At the same time, they ensure the District's budget remains balanced for the 2026-27 school year. The 0.2, 0.4, 0.6 and 0.8 staffing allocations mean we do not have more EL teachers than the ratio requires and lessens the impact of staffing reductions.

Staffing adjustments happen in early October each year for EL. This year, unprecedented staffing adjustments need to be made based on the significant decline in EL student enrollment. Given this drastic decline, we must adjust our staffing levels to match our current student enrollment. Although the District already made staffing reductions in this area last spring, the additional decline in EL students requires further reductions that will include some tenured teachers.

Specifically, the drop in English Learners requires 18.5 less EL FTEs to serve our currently enrolled English learners. Taking into account current EL teacher vacancies, we will need to reduce by 15.8 FTEs. These reductions are in addition to those made during last spring's budget cycle. In both cases, the District is meeting the staffing ratios outlined in the SPFE contract.

Do these layoffs violate statutory and/or contract language?

The District's Legal counsel and Human Resources staff have conferred with their counterparts at SPFE, and will continue to do so. The District has reviewed both its statutory and contractual obligations and believes that both are satisfied as it relates to notification timing for impacted teachers and adjacent grievances.

Why aren't other areas being impacted by this enrollment loss, for example general education teachers?

In addition to the EL teacher reductions, positions across the district that are currently vacant and not mandatory or essential to day-to-day operations will not be filled. Because the loss of 542 EL students impacts specific staffing categories, the District's priority is to protect instructional and other student-facing positions from additional cascading reductions.

Will there be a need to divide up full-time EL teacher positions to ensure that each teacher has their correct FTE? Will there be teachers who will need to be split among more than two schools?

There will be EL teacher positions that are divided across multiple schools to ensure that each staff member has their full FTE (1.0 or otherwise). When these assignments are made, the District will carefully consider which schools make sensible matches based on programming and proximity. Care will be taken to create multi-school assignments that support students and

minimize transitions for teachers. Teachers are able to provide input regarding their preferences based on seniority.

Split positions are a common staffing model for many positions including EL teachers, elementary specialists, counselors and social workers. Assignments that minimize movement for staff members will be prioritized. Although every effort will be made to avoid splitting EL teachers among more than two schools, this may occur for some teachers. The District's desire is to work with SPFE to develop a collaborative solution that minimizes disruption to students and staff working at multiple locations.

Is it possible that non-EL teachers will get bumped as part of this process? What about teachers with an out-of-field placement? Can laid off teachers be hired into other roles in the district?

If an EL teacher has another license and is identified for layoff, based on seniority they may have the ability to bump a less senior teacher out of their position and be retained to work in their secondary licensure area. A teacher who has an EL license and is working outside of their licensure area with an out-of-field placement (OFP) may be retained or may be laid off depending on the availability of positions and their seniority.

If there are vacancies in areas where EL teachers have other licenses, those teachers would be placed into those vacancies. Teachers would only be bumped if there are not vacancies available in the specific licensure area. Laid off teachers can apply for other roles in the district. Human Resources will offer a variety of support services for teachers who are being displaced. Resume writing and interview seminars will be provided. Staff from DEED will speak with displaced staff to provide an overview of the resources and services that will be available to help find other job opportunities or other professional opportunities.

Budget Implications

Student enrollment has a direct impact on the budget because much of the District's funding is based on the number of students we serve. In short, having fewer students than we planned for means SPPS will receive less funding than we anticipated when this year's budget was developed.

Why are we doing mid-year staffing cuts instead of at the end of the year?

The decrease of 542 EL students from the number that were budgeted for equates to roughly \$4.9 million in lost revenue. In order to align the number of EL students with the number of EL teachers and maintain compliance with the district's fund balance policy (5% of daily operating expenses), staff adjustments are needed now. Waiting longer than this will not reduce enough expenses to offset the aforementioned \$4.9 million in lost revenue. By taking this action now, the District will be in a better position to respond to unexpected needs and future uncertainty.

What else has been cut from other areas, such as administration? Are there other options available?

In addition to the EL teacher reductions, positions across the district that are currently vacant and not school building related will not be filled. In the FY26 budget planning cycle, 74% of the overall budget reductions came from central office departments. In contrast, the amount allocated to schools increased by approximately 6.2%, or \$26.1 million that same year. In the FY27 budget reduction process, departments reduced their budgets by 2.3%. This compares to school budgets being reduced by 1.5%.

For the current FY27 budget, Administrative Support Services account for 7% of the general fund budget, below the state average. School and Student Support Services account for 81% of the general fund budget, above the state average.

Is there other funding available to cover these positions? Why can't we use reserve funds to cover the cost of keeping these teachers?

While the District has used some reserve funds in the past to keep programs and services in place, that practice is no longer financially viable. The District's unassigned fund balance is just

Impact of EL Enrollment Decline on Unassigned Fund Balance	In Dollars (M)	In Percent (%)
Current FY27 Budgeted Fund Balance Amount	\$43.63 M	5.26%
Fund Balance with \$4.91 million in Lost EL Revenue	\$38.72 M	4.67%

above the minimum 5% fund balance threshold, which equals 18 days of daily operating expenses. Going below this amount puts the District in a risky financial position that should be avoided. In this volatile financial environment, we must preserve essential reserve funds to ensure we have enough money for essential expenses like payroll and benefits, the rising costs of transportation for students, and the cost of food to feed our students.

Are savings from unfilled positions part of the calculation for these layoffs?

Every year, the District has some positions that go unfilled. While these unfilled positions do create savings, those savings are typically offset by increased expenses in other areas. Increased substitute teaching costs to cover unfilled positions is one such example. This year, fuel to operate buses, heat our schools and increased inflation rates are all adding to the District's expenses. While unfilled positions can save some money when viewed in isolation, these savings have to be considered in conjunction with increased expenses in other areas and cannot be considered true savings.

What will this change mean for our upcoming budgeting process?

The district will continue to monitor enrollment closely through December 2026. At that time, there will be enough data to make an informed decision and enrollment projection for the 2027-28 school year. Staffing allocations will then be aligned with anticipated enrollment, and any changes will be made as part of the fiscal year 2028 budget process.

Impact on Schools and Students

We must be honest about the impact of these staffing changes on our schools and our students. These adjustments will cause unavoidable disruption for students who have already established daily routines, relationships and learning rituals with their current EL teachers. Because of the sharp decline in enrollment and contractual staffing rules, this impact will be felt across most of our school buildings (at least 53 schools).

What is being done to minimize the disruption to continuity for EL students?

Every effort will be made to minimize the disruption to students. Each fall, adjustments are made to ensure that every school has the adequate staffing to support EL students. Sometimes this results in the addition or reduction of staff, resulting in a change of teacher for a student(s). Care is taken to make these changes at the beginning of the quarter to minimize disruptions to grades and scheduling, as many students have course changes on a quarterly basis. This timing also allows schools to make intentional transition plans.

Will EL students still receive the required amount of services based on their WIDA composite proficiency level?

Yes. Each student identified for EL services will receive their required support. EL students will likely experience changes in their schedules and/or the specific educators providing their English language instruction.

After reviewing every secondary school's current enrollment, the required classes for each student and the proposed staffing adjustments, we are confident that each school will be able to deliver the required courses. This may require some schools to make adjustments to schedules starting in Quarter 2 to maximize students' time with their EL teachers. All schools will remain in compliance with the SPFE contract.

Conclusion

The Board is being asked to take action on the following recommendation: In order to maintain a balanced FY27 budget and minimum 5% fund balance and align our staffing with our 2026-27 student enrollment, the District will reduce 18.5 FTE of English Learner teaching positions and reassign the contractually required number teachers to provide EL services to every student who is identified to receive those services. In addition, the district will not fill any vacant positions that are not contractually required or essential to daily operations.

To help mitigate the impact of these changes and maintain stability, our school communities—anchored by our dedicated classroom teachers, counselors and social workers—will wrap around the affected students with intentional care, providing continuous emotional and academic support throughout the transition. We are approaching these decisions thoughtfully, with our students at the center. We are committed to providing timely, direct and clear updates to staff and families as decisions are finalized.

Immigration and Fall Staffing Adjustments

Board of Education Report Addendum | October 20, 2026

It's not clear how many actual teacher changes there will be. How many teachers whose positions are changing have a secondary license and will bump someone else? How many classrooms would this impact?

Approximately 70 of the District's 238 EL teachers will be affected, which is 29%. Three of the EL teachers who are being impacted by the reduction have an additional license that could lead to displacement of other current teachers. At this time, it is unclear how many classrooms will be impacted. Schools use multiple models to provide EL services, so it is difficult to provide a specific number of classrooms impacted. Additional classrooms may be impacted by the displacements of other current teachers as referenced above.

Some teachers were told that if they accepted positions in the spring, they'd be guaranteed positions for the whole school year. How are we repairing that?

We understand how deeply unsettling and difficult this situation is for the educators involved. The District is not aware of specific promises or written agreements made to teachers hired in the spring. If that happened in specific cases, the District will work with hiring managers to ensure such verbal agreements are not communicated in the future.

There are reports that some students have not received any EL services this school year due to positions not being filled or eliminated. How does this plan support student learning for students who are required to receive EL services?

All EL students should be receiving their required services. The District's co-teaching model means that even if a school is under the required ratio, students are benefiting from co-teaching. Each year, we use the preliminary October 1 EL enrollment count to ensure that each school is within the required ratio and that all students are receiving their required services. In typical years, the adjustments would have been shared prior to MEA break. This year, the schools that are under ratio will continue to be under ratio until this situation is resolved.

Bruce Vento Elementary: Bruce Vento has an open 1.0 FTE EL teaching position. That teacher resigned on Aug. 28. Interviews were conducted on Sept. 1 and an offer was

made. However, it was determined in conjunction with HR that the position would not be filled due to the reductions that would likely need to be made. There are 29 students currently assigned to this position. The school has made every effort to secure substitutes on a daily basis, and there is a posting for a long-term substitute. This situation will be remedied permanently with the fall adjustment process.

Como Park Senior High: District staff and Assistant Superintendents went through the EL staffing information at Como Senior with a fine-toothed comb. This situation will require an overall change to the school's schedule. Due to the number of students in each grade who need certain classes, and the existence of a Language Academy Level 2 program, there will be a need for 26-27 sections. With Como's current staffing of 7.6 FTE EL teachers, they will have approximately 45 sections worth of staffing, which is more than enough to run this schedule.

What schools will be impacted?

At least 53 schools will be impacted; the impact will differ depending on the school. 11 schools will have an addition to their current EL teacher allocations. 43 schools will have a reduction in their EL teacher allocations. 14 schools will have no FTE change, but *may* have a change in who the EL teacher is due to probationary or seniority-based release as a result of adjustments/reductions.

How many total tenured teachers will be released?

11 tenured EL teachers will be impacted; four of the 11 teachers will be reassigned into other positions and the other seven tenured teachers will be laid off.

Have layoff notices been sent? What's the effective date? How does it satisfy "notified by the Board" plus 30 days under both the calendar-day and duty-day readings?

Per the Chair's request, no layoff notices have been sent. The effective date of the notice will be the day after the Board takes action on the recommendation.

Latino Consent Decree: Does this reduction comply with III.B.2, which requires staffing to meet need regardless of labor contracts? How many affected students are flagged under the decree?

The Latino Consent Decree (LCD) does not specifically address or include a protocol for what happens when EL teachers are laid off due to a decline in enrollment. It does include language regarding how collective bargaining agreements and the LCD interact. The District has to maintain a sufficient number of teachers to meet the needs of EL

students, and the LCD does not alter negotiated labor contracts. With the proposed staffing adjustments, the requirements of the LCD are able to be maintained.

Level 1-2 students: At Como Senior and elsewhere, how many Language Academy-eligible students aren't getting their four required EL classes? Is there a written parent withdrawal for each one?

The issue at Como Senior is not about Language Academy students; it is about students outside of Language Academy. For those students, there are not sufficient English Language Development sections being offered. We are not aware of any refusals of Language Academy at Como Senior this year. To our knowledge there are no counselors, EL teachers or other staff members encouraging parents to withdraw their children from EL services.

Layoff or discharge: Are these Article 16 layoffs with recall rights, including for probationary teachers? How will rehiring EL teachers into core classes follow seniority-order recall?

Only tenured teachers have recall rights. Probationary teachers do not have recall rights. Tenured teachers are recalled in order of seniority.

Ratios: What are the weighted caseloads by school, before and after the cuts? Do the schools SPFE listed fall below the required ratio? (Como Elementary, Farnsworth, Washington Middle, Four Seasons, Riverview, Dayton's Bluff, Hazel Park, Highland Middle School)? Why not keep the 1.6 vacant FTE?

For all schools, when the weighted caseloads are summarized after the proposed reductions, they range from 46 to 53 students per EL teacher. The current ratios range from 31.8 to 62.7 students, illustrating the need for adjustments to bring all schools into compliance with the required ratio.

The fall staffing adjustments at these eight schools are well within the fall adjustment ratio range of 54:1. The schools will range in ratio from 52.02 (Como Elementary) to 52.8 (Highland Middle). Source: [2026 EL Staffing Spreadsheet](#)

SECTION 1. ENGLISH LEARNER STAFFING ALLOCATIONS

The district agrees to assign staffing allocations of EL Teacher FTEs calculated by an EL teacher caseload with a weighted limit of 52, as listed in the table based on EL enrollment and proficiency levels. For staffing adjustments to take place after the start of the school year, a weighted range of 52-54 will be used. ([p. 134](#)). *TERMS AND CONDITIONS OF PROFESSIONAL EMPLOYMENT Agreement between the Saint Paul Board*

of Education and the Saint Paul Federation of Educators Members of the Teacher Bargaining Unit Additional Information and Memoranda of Agreement. (2025).

Regarding the 1.6 FTE vacancy, there is sufficient EL staffing to cover the fall adjustments. These vacancies will be filled with the fall adjustments.

Has the school-level EL count been verified with the building EL teams?

The EL student count is determined by student records, screeners, and past testing data for WIDA ACCESS. It may not be verified by the building EL team or the EL lead. It is important to note that enrollments fluctuate throughout the school year, which is why Average Daily Membership (ADM) is considered in budget and staffing decisions.

What does it cost to move the vote to Nov. 17? Does the fund balance stay above 5%?

If the vote is delayed to November 17, 2026, the last date of employment for the impacted teachers would be December 17, 2026. This would keep the fund balance just above the 5% minimum, specifically at 5.01%.

If the vote is delayed to November 17, 2026, using duty days the last date of employment would be January 13, 2027. In this scenario, the fund balance would fall slightly below the 5% minimum, specifically 4.99%.

Calendar day vs duty day: Article 16, §7, Subd. 2 of the SPFE Licensed Staff Agreement (2025–27) requires that teachers "be notified by the Board in writing at least thirty (30) days prior to the effective date of the layoff. Is this calendar days or duty days?

The district's legal analysis confirms that 30 calendar days' notice is what is required under the collective bargaining agreement and applicable law.

SPFE believes that the maximum amount of FTE that can be cut is 14.2 based on the District's spreadsheet. Is this correct?

This spreadsheet contains correct data, but the calculations that SPFE is using are based on the standard 52:1 ratio. As fall adjustments can contractually go up to 54:1, the calculation of the reduction of 15.8 FTE is based on this ratio.

SECTION 1. ENGLISH LEARNER STAFFING ALLOCATIONS

The district agrees to assign staffing allocations of EL Teacher FTEs calculated by an EL teacher caseload with a weighted limit of 52, as listed in the table based on EL enrollment and proficiency levels. For staffing adjustments to take place after the start

of the school year, a weighted range of 52-54 will be used. ([p. 134](#)). *TERMS AND CONDITIONS OF PROFESSIONAL EMPLOYMENT Agreement between the Saint Paul Board of Education and the Saint Paul Federation of Educators Members of the Teacher Bargaining Unit Additional Information and Memoranda of Agreement. (2025).*



Saint Paul
PUBLIC SCHOOLS

Policy Update

Regular Meeting of the Board of Education
October 20, 2026



- Policy 420.00 - Minnesota Paid Leave
- Policy 718.00 - Branding
- Policy 812.00 - School Emergency Management¹⁴⁴
- Policy 211.03 - Student Voice in Decision Making
- Policy 301.00 - Board / Superintendent Relationship



Saint Paul
PUBLIC SCHOOLS

THIRD READING: Policy 420.00 - Minnesota Paid Leave

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 420.00 Minnesota Paid Leave

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.

Policy 420.00 Minnesota Paid Leave

Current Policy:

Policy Changes

VIII. 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 contributions 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.~~

Policy 420.00 Minnesota Paid Leave

Current Policy:

Policy Changes

VIII. 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

That the Board of Education approves the proposed revisions of Policy 420.00 - Minnesota Paid Leave at the October 20, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process.

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Saint Paul
PUBLIC SCHOOLS

THIRD READING: Policy 718.00 - Branding: Supplies/Stationery

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.¹⁵⁴
- 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** following 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?

156

Recommendation

That the Board of Education approve the proposed revisions of Policy 718.00 - Branding: Supplies/Stationery at the October 20, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process. 157



Saint Paul
PUBLIC SCHOOLS

THIRD READING: Policy 812.00 - School Emergency Management

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

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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 for all ages with a survival rate of less than 7%. 23,000 were pediatric¹⁶¹
 - Rates of sudden cardiac arrests are roughly 1 in 50,000 in high school and general collegiate athletes, compared to 1.5 per 100,000 in children and teenagers aged 0–18
- If CPR is performed immediately, survival rates more than triple
- SCA survival rates in schools increase to 71% with AED programs

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.

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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 updated¹⁶³** 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, ¹⁶⁴ **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.

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

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~~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)

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Minn. Stat. § 121A.241 (Cardiac
Emergency Response Plan)

Questions?

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Recommendation

That the Board of Education approve the proposed revisions of Policy 812.00 - School Emergency Management at the October 20, 2026 Board of Education meeting and that this be considered the 168 Third and Final Reading of the three reading process.



Saint Paul
PUBLIC SCHOOLS

THIRD READING: Policy 211.03 - Student Voice in Decision Making

Carlo Franco, Director

RATIONALE FOR CHANGES

1. Update policy to align with our updated policy format - Added General Statement of Policy.
2. Has not been revised since 2016.
3. Language Clean Up.

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Policy Purpose

I. POLICY PURPOSE

Saint Paul Public Schools recognizes the importance of student voice in District¹⁷¹ 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

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.

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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

That the Board of Education approve the proposed revisions of Policy 211.03 - Student Voice in Decision Making at the October 20, 2026 Board of Education meeting and that this be considered the 176 Third and Final Reading of the three reading process.



Saint Paul
PUBLIC SCHOOLS

THIRD READING: Policy 301.00 - Board / Superintendent Relationship

Carlo Franco, Director

RATIONALE FOR CHANGES

1. Update policy to align with our updated policy format.
2. Has not been revised since 2008.
3. Align policy with practice for long-term success, based on board discussion at 2026 annual retreat.

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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. ¹⁸¹
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.**

References

Cross References:

302.00 Superintendent Selection

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LEGAL REFERENCES:

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

Questions?

183

Recommendation

That the Board of Education approve the proposed revisions of Policy 301.00 - Board / Superintendent Relationship at the October 20, 2026 Board of Education meeting and that this be considered the Third and Final Reading of the three reading process.

Adopted:
Revised:

11/18/2025

Saint Paul Public Schools Policy

420.00

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](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:

Adopted: 1974
Revised: 9/7/1982;
6/17/2008

Saint Paul Public Schools Policy

718.00

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 following 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.

Adopted: 5/16/2006
Revised: 6/17/2008
7/21/2021
x/xx/2026

Saint Paul Public Schools

Policy 812.00

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
- 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
Revised: X/XX/2026

Saint Paul Public School Policy: 301.00 Revised:

Cross References:

302.00 Superintendent Selection

LEGAL REFERENCES:

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



Saint Paul
PUBLIC SCHOOLS

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

October, 2026

Purpose

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

- The percentage of SPPS students who are proficient in reading will increase from **34%** in 2024 to **40%** by 2029; 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.
- 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.

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Reporting parameters:

- Measure: Minnesota Comprehensive Assessment (MCA) Reading & Math
- Metric: The percentage of students proficient

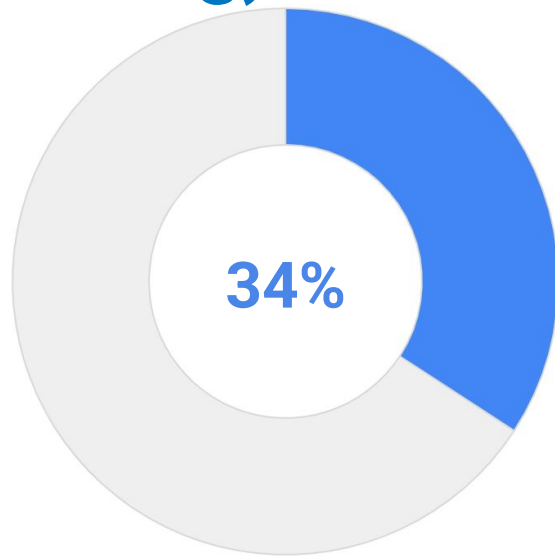
About the data

- **Minnesota Comprehensive Assessment (MCA)** - Source: Minnesota Department of Education (MDE). Standardized test taken by students
 - grades 3-8 and 10(reading)
 - grades 3-8 11(math)
 - grades 5, 8 and high school end of biology (science)

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*2026 is the first administration year for the MCA IV in reading and can not be compared to previous years; 2026 will be the baseline for subsequent years for reading proficiency.

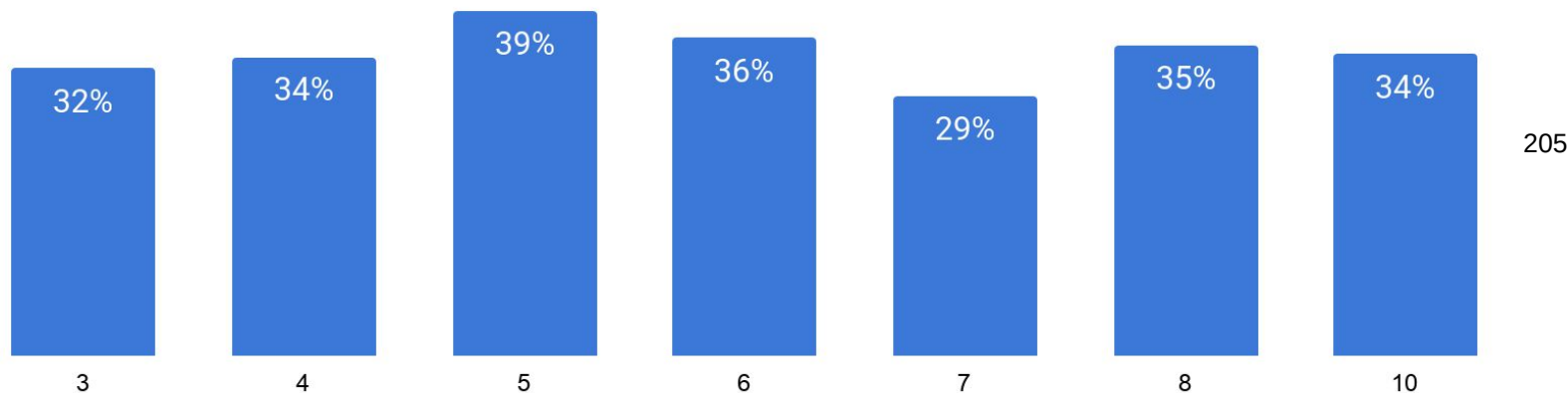
MCA Results (Reading)



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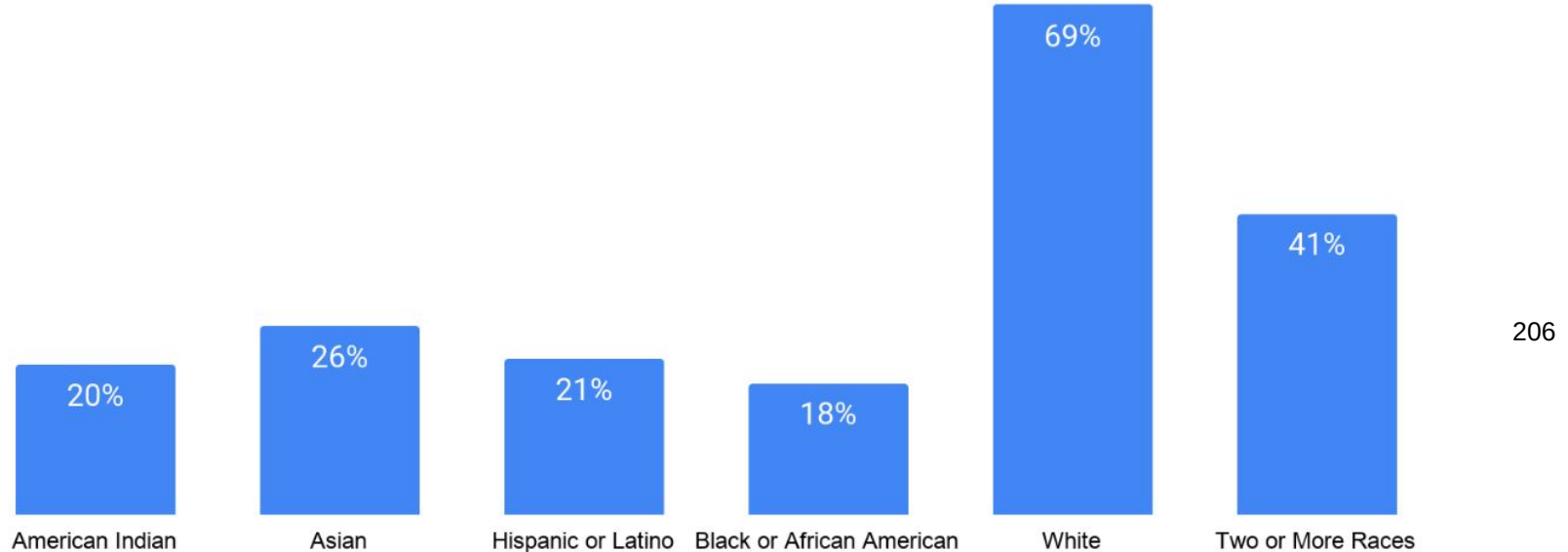
- Of the students taking the reading **MCA IV/MTAS**, **34%** are proficient. This is **6%** points away from the goal.
- Of students learning English as a second language, **8%** are proficient. This is **7%** points away from the goal.

MCA Results (Reading)



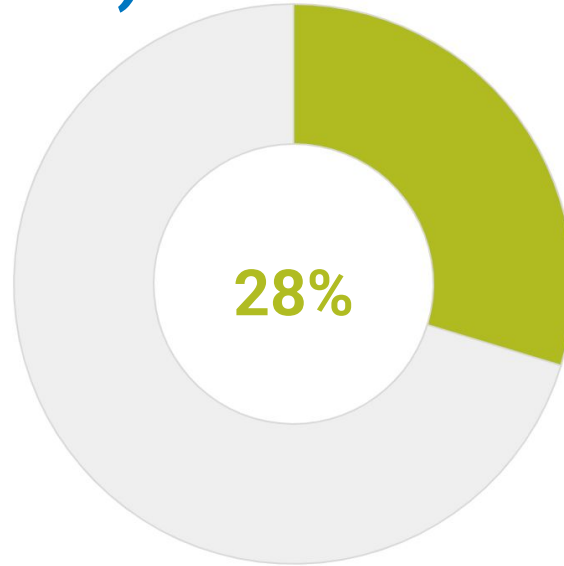
- Of the all students taking the reading **MCA IV/MTAS**, **34%** are proficient; when disaggregated by grades the percentages range from **29%** (7th grade) to **39%** (5th grade).

MCA Results (Reading)



- Of the all students taking the reading **MCA IV/MTAS**, **34%** are proficient; when disaggregated by race the percentages range from **18%** (Black) to **70%** (White).

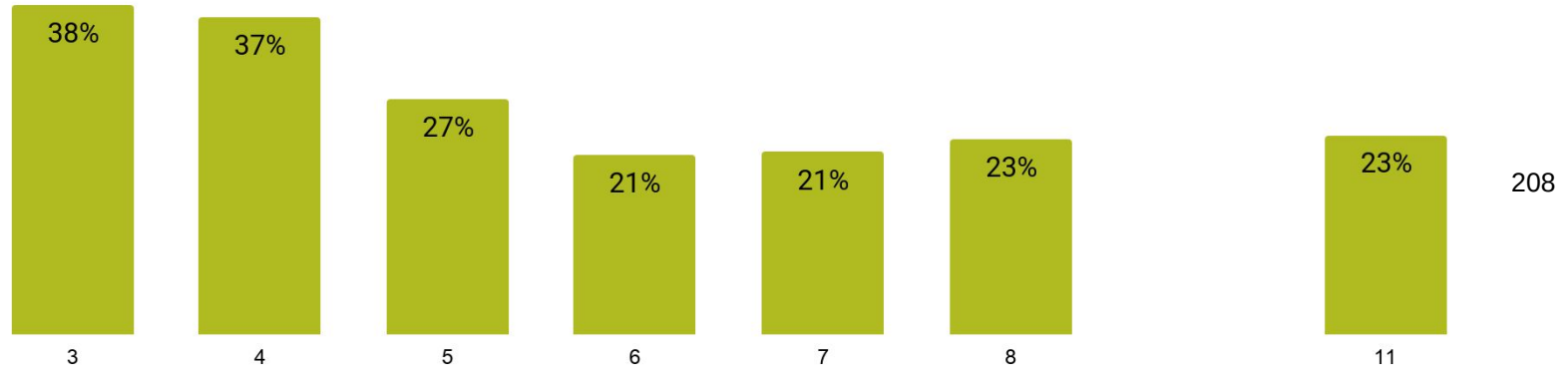
MCA Results (Math)



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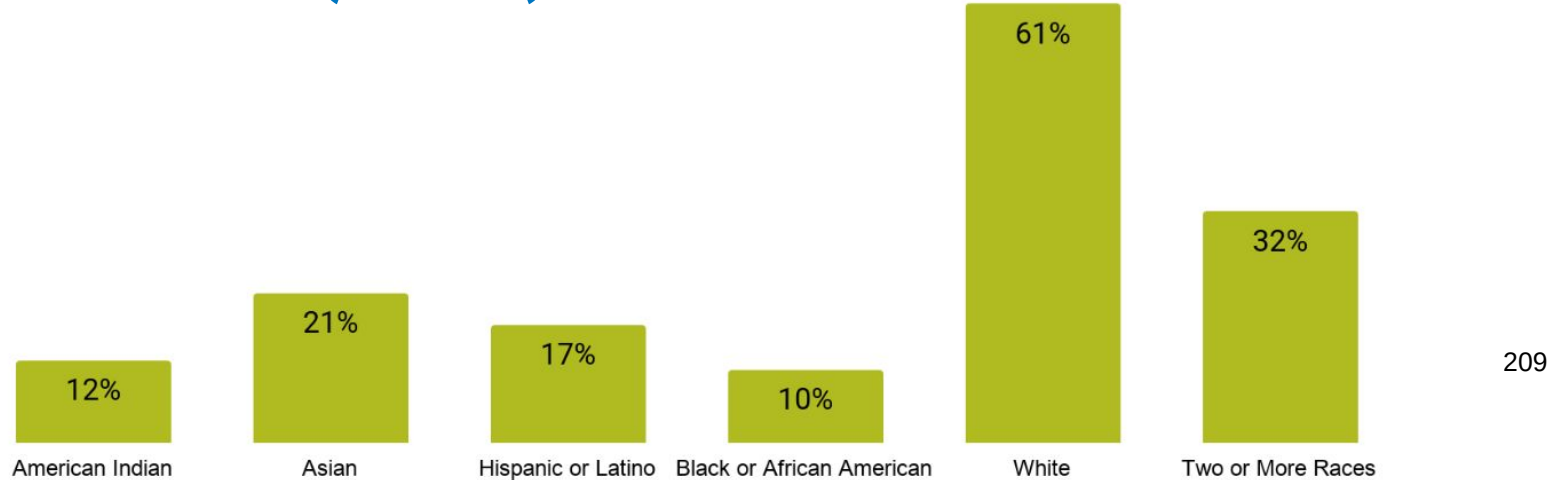
- Of the students taking the math MCA/MTAS, **28%** are proficient, a one percentage point increase from 2024-25; **4%** points away from the goal.

MCA Results (Math)



- Of the all students taking the math MCA/MTAS, **28%** are proficient; when disaggregated by grades the percentages range from **21%** (6 and 7th grades) to **38%** (3rd grade).

MCA Results (Math)



- Of the all students taking the math MCA/MTAS, **28%** are proficient; when disaggregated by race the percentages range from **10%** (Black) to **61%** (White).
- Some student groups have noticeable increases over the last year; Hispanic/Latino students, White students, Students of two or more races .

Action Steps for 2026-27: Elementary Literacy

Moving from Pedagogy to Practice

- Focus on individualized and small group instruction based on data
 - Summer UFLI Institute with UFLI Facilitators; focus on ensuring K-2 teachers have the skills to drive high-fidelity instruction and meaningful student growth
 - UFLI/K-2 phonics, leveraging formative assessments
 - FIRE/3-5 (Foundational Instruction for Reading Excellence)
- Selection of K-5 literacy curriculum for 2027-28 in alignment with the Science of Reading²¹⁰
 - Focus on knowledge building and comprehension for K-5
 - Skills development in grades 3-5

Intervention and Growth Opportunities

- SIPPS teachers (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)
 - 52 FTE across all sites, 36.5 FTE in K-8 sites

Action Steps for SY26-27: Secondary ELA

READ Act Training 6-12

- Phase 2: 6-12 educators - 168 enrolled (112 new educators in Phase 1)
 - Teachers who provide foundational reading instruction in grades 6-12
 - Teachers who provide reading instruction in dual language immersion programs 6-12
 - Teachers who provide reading instruction to students in alternative programs
 - 6-12 Media Generalists

Moving from Pedagogy to Practice

- Middle schools have identified evidence-based literacy action steps across content areas as part of their building SCIPs (i.e. setting a purpose, multisyllabic word practice, and vocabulary mapping)
- Tier One Literacy in High School focusing on evidence-based practice of scaffolding complex texts by setting a purpose for reading, engaging during reading, and extending after reading

Intervention and Growth Opportunities

- SIPPS teachers (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)
 - 52 FTE across all sites - 15.5 FTE in 6-12 sites
- On Track Literacy courses in all Middle Schools - 61 sections allocated by need
- All 9th and 10th graders will take the CAPTI screener 3x year to support High School Literacy intervention
- Rewards and Lexia Power Up implemented as intervention as a part of support classes in 9 sites

Action Steps for SY26-27: Math

Elementary

- Grades K-2 focus in goal setting and progress monitoring, using formative data to inform small group instruction
- Grades 3-5 embedding time each day in their schedule for students to collaboratively review math skills with which they need additional practice

Middle School

- Updated state math standards fully implemented in Grades 6–7 (grade 8 next year)
- Focus is on connecting daily lessons to practical and real-world skills, such as financial literacy, Minnesota Tribal Nations, computer science, and real-world applications
- PD for teachers centering on supporting teachers in regularly reviewing student results in order to adjust their instruction so students receive the support they need

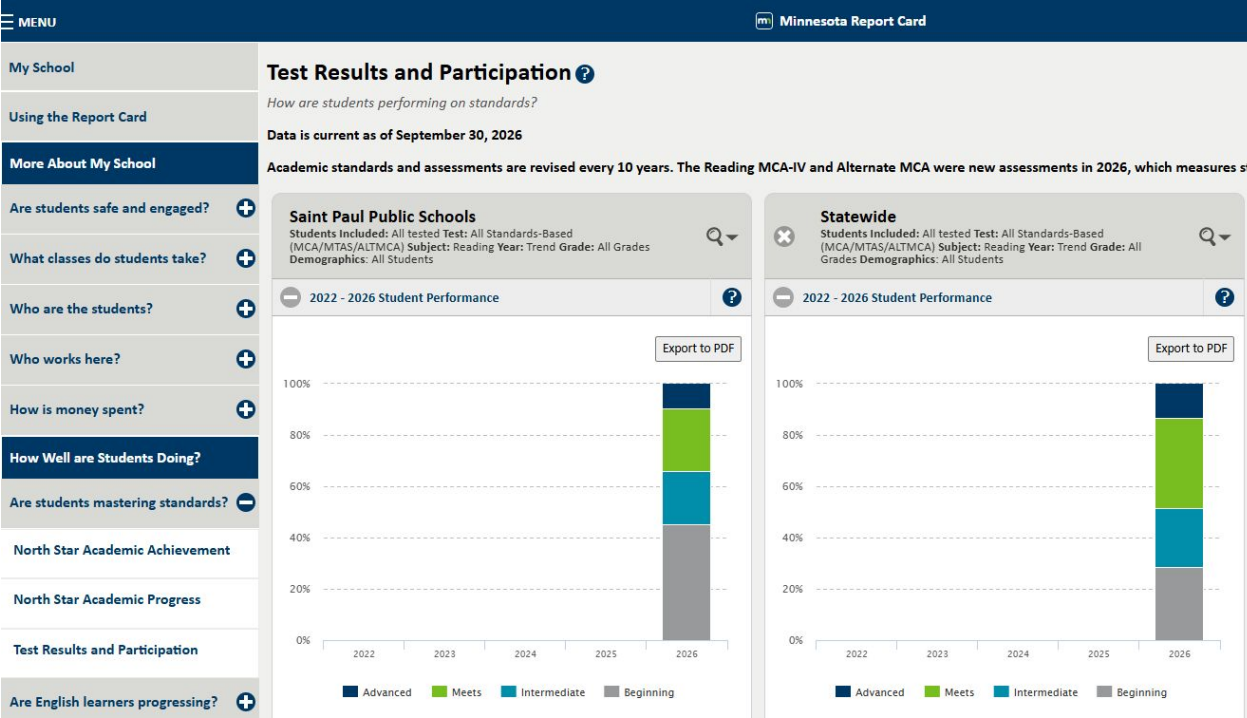
High School

- Tier one Math in High School focusing on full alignment with the 2022 math standards (tested in spring 2028)
- Support focusing on teachers embedding the Mathematical Practices (MPs) and Benchmark Contexts (Minnesota Tribal Nations, Modeling, Computer Science, Financial Literacy, and Real-World Modeling) as outlined in the standards

Action Steps for SY 26-27: Multilingual

- ML Coordinator position working with all School Improvement sites to ensure ML strategies are embedded within literacy instruction - shared FTE between ML/OTL Departments for alignment
- Focus on explicit oral language development practices through implementation of CAREIALL and CLIP evidence-based practices
- PD for school staffs around effective co-teaching methodology and/or embedding oral language strategies into all content areas²¹³
- Supporting educators in use of language and literacy data to identify student needs implement instructional responses that increase EL's access to grade-level literacy tasks
- ML leaders aligned to Leadership Academy levels to provide support to building administrators on their SCIP goals, action steps, and key indicators of progress

Additional Interest In MCA Outcomes?



SPPS MCA Archive

[MCA Results Archive - Saint Paul Public Schools](#)

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MDE Report Card

[Minnesota Report Card](#)

Questions

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SPPS 2033 Update

Board of Education
October 20, 2026

Contents



- Framework
- Phases
- Monitoring & Reporting

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SPPS 2033 Strategic Plan

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](#).

Excellence in Instruction

Strategy	Benchmark
Achievement Gap Reduction & Academic Acceleration. Establish clear, consistent, high-quality, data-informed and culturally responsive tier 1 classroom instruction grounded in a shared vision of effective teaching	1.1.a. Clarify districtwide approach to Tier 1 instruction grounded in a shared understanding of effective teaching 1.1.b. Transform evaluation and accountability structures 1.1.c. Align professional learning for all educational staff in SPPS
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.	1.2.a. Establish a shared understanding of goals for improvement throughout the entire system 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. Prioritize literacy instruction through a districtwide framework that aligns high-quality, data-informed, culturally responsive literacy instruction and provides shared accountability structures.	1.3.a. Establish a coherent, districtwide system by clarifying priorities, standardizing processes, and using consistent walkthrough and accountability structures 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

Strategy	Benchmark
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.	2.1.a. Standardize effective systems that eliminate disproportionate exclusionary practices for students 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. Strengthen families' connection to and trust in SPPS through districtwide, culturally responsive communication approaches that ensure information is clear, consistent and accessible.	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 220
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.	2.3.a. Incorporate Universal Design for Learning in Tier 1 instruction 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 . 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.	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 SPPS★2033 5

Sustainable Infrastructure

Strategy	Benchmark
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.	3.1.a. Establish a strong district brand identity that clearly articulates why SPPS is the district of choice for St. Paul families 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
Facilities Portfolio Analysis. Create a sustainable district footprint that invests our resources directly into students' futures and maximizes the use of district facilities.	This will be the final approved plan from the facilities portfolio analysis
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.	3.3.a. Conduct an internal audit to improve current financial policies, procedures, and responsibilities 3.3.b. Provide financial training (norms & fluency) for staff who manage budgets and/or allocate district resources



Framework

SPPS 2033 Implementation Framework

1. Community-Informed: Rooted in the voices and perspectives of our community, especially those historically marginalized
2. Implementation Science-Based: Designed to transform high-level into everyday practices for instruction and operations
3. Team-Focused: Powered by dynamic and aligned collaborative networks ²²³ across all levels
4. Data-Based: Continuous feedback loops ensure constant monitoring and improvement
5. Change-Oriented: Guided by core principles that build organizational growth and transformation

Implementation Science

Implementation- process by which an innovation (program, practice, or intervention) is put into use.

Implementation science identifies the changes that must occur within the systems of an organization so that implementers can successfully use the innovation as intended. (Duda & Wilson)

- Full implementation: at least 50% deliverables in place as intended
- Every benchmark will go through the process (see stages)
- Selection of staff must be purposeful
- Training is critical
- Coaching is necessary for changes in practice
- Improvement cycles are built into every plan

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Collaborative Teams

Design

Infrastructure for execution and measurement of implementation and changes over time



Benchmark Implementation

Executes benchmark implementation action steps to ensure progress and outcome



Senior Leadership

Sets strategic direction, commits resources and maintains organizational alignment



Internal Project

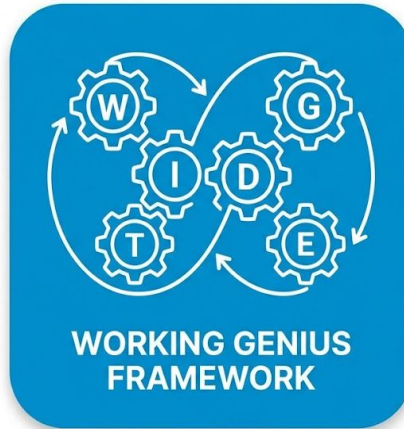
Creates, coordinates and monitors the implementation



Organizational Change



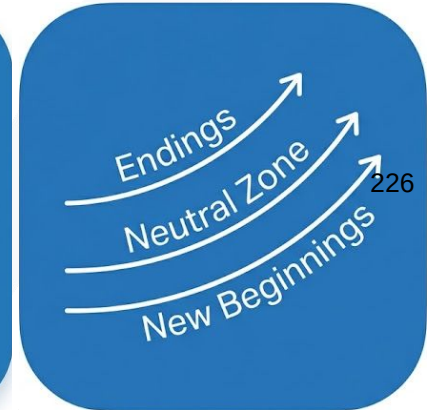
Insights



Working Genius



SCARF



Bridges

Communication

- Aligned to other high priorities (FY28 Budget, Facilities Portfolio Analysis)
- Community engagement events spread out across the city/school year
- Differentiated by audience: Board > Leaders > Students > Staff > Families
- Emphasis on plain language
- Intentionally designed for consistency and coherence across all of the benchmarks and collaborative teams
- Multiple methods, multiple platforms, multiple touchpoints
- Marathon, not a sprint

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Phases

Four Phases of Implementation



26	27	28	29	30	31	32	33
Adoption	Phase 1 (10 benchmarks)						229
		Phase 2					
			Phase 3				
				Phase 4			

How Were Benchmarks Prioritized?



The Senior Executive Leadership Team (SELT) utilized the Heptagon Tool as a structured decision-support framework to evaluate and sequence district benchmarks as SPPS transitions into implementation.

The tool evaluates strategies across four core analytical lenses: Need, Fit, Readiness, and Capacity.

- **Need:** Evaluates how foundational or urgent a strategy is to the success of other initiatives.
- **Fit:** Measures alignment with district B.I.G.G. goals, academic targets, cultural equity, and community values.
- **Readiness:** Assesses necessary planning and cross-functional coordination required prior to scaling.
- **Capacity:** Evaluates administrative leadership expertise and professional development bandwidth.

		Achievement Gap Reduction & Academic Acceleration											
		1.1.a. Clarify districtwide approach to Tier 1 instruction grounded in a shared understanding of effective teaching				1.1.c. Align professional learning for all educational staff in SPPS				1.1.b. Transform evaluation and accountability structures			
NEED	Critical for success in another strategy	●	●	●	●	●	●	●	●	●	●	●	●
	Foundational for success in another strategy	●	●	●	●	●	●	●	●	●	●	●	●
	Without implementation we will lose gains	●	●	●	●	●	●	●	●	●	●	●	●
	Socially significant - community-wide	●	●	●	●	●	●	●	●	●	●	●	●
	Clear evidence of need - quantitative	●	●	●	●	●	●	●	●	●	●	●	●
	Clear evidence of need - qualitative	●	●	●	●	●	●	●	●	●	●	●	●
FIT	Embeds equitable outcomes	●	●	●	●	●	●	●	●	●	●	●	●
	Academic -- Reading -- Math -- science	●	●	●	●	●	●	●	●	●	●	●	●
	Is directly aligned to a BIGG	●	●	●	●	●	●	●	●	●	●	●	●
	Is it directly aligned to community values Culturally ..	●	●	●	●	●	●	●	●	●	●	●	●
	Can it replace something currently in place	●	●	●	●	●	●	●	●	●	●	●	●
	Social significance internally	●	●	●	●	●	●	●	●	●	●	●	●
READINE..	Clearly defined	●	●	●	●	●	●	●	●	●	●	●	●
	Started already	●	●	●	●	●	●	●	●	●	●	●	●
	Cross functional collaborations needed	●	●	●	●	●	●	●	●	●	●	●	●
	Needs substantial planning for implementation	●	●	●	●	●	●	●	●	●	●	●	●
	Needs substantial reorganization of staffing	●	●	●	●	●	●	●	●	●	●	●	●
	Needs substantial reorganization of staff time	●	●	●	●	●	●	●	●	●	●	●	●
CAPACITY	at least two experts in place	●	●	●	●	●	●	●	●	●	●	●	●
	full implementation (50%) in use somewhere in the ..	●	●	●	●	●	●	●	●	●	●	●	●
	Development is substantial	●	●	●	●	●	●	●	●	●	●	●	●
	Current staffing in place	●	●	●	●	●	●	●	●	●	●	●	●
	Current pd model in place	●	●	●	●	●	●	●	●	●	●	●	●
	able to collect program data	●	●	●	●	●	●	●	●	●	●	●	●
	Able to hold accountability to implementation	●	●	●	●	●	●	●	●	●	●	●	●
	Administration in place	●	●	●	●	●	●	●	●	●	●	●	●

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Phase 1

- Implementation curve is steady over four years
- Benchmarks that are foundational and largely necessary for success in other areas
- Wide scale

Excellence in Instruction

Achievement Gap Reduction & Academic Acceleration

- 1.1.a. Clarify districtwide approach to Tier 1 instruction grounded in a shared understanding of effective teaching

Continuous Improvement Infrastructure

- 1.2.b. Build & communicate an organizing structure that identifies and connects district- and school-based teams in line with the MnMTSS model

Literacy Consistency & Coherence

- 1.3.c. Align all instructional and programmatic decisions across all grade levels

Deliberate Inclusion

Discipline & Belonging

- 2.1.a. Standardize effective systems that eliminate disproportionate exclusionary practices for students

Family Communication & Language Access Standards

- 2.2.b. Ensure equitable access to information and services for families regardless of language proficiency or disability

Special Education Programming Enhancement

- 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

- 2.4.a. Create a shared understanding and expectation of belonging, dignity and equity that includes the Tools of Cultural Proficiency
- 2.4.c. Streamline hiring practices by integrating core equity standards into every stage of the talent lifecycle

Sustainable Infrastructure

Marketing & Enrollment Recovery

- 3.1.a. Establish a strong district brand identity that clearly articulates why SPPS is the district of choice for St. Paul families

Analysis of Current Resource Allocation Models

- 3.3.b. Provide financial training for staff who manage budgets and/or allocate district resources

Phase 2

- Implementation curve is balanced
- Benchmarks that need some groundwork before implementation

Excellence in Instruction

Achievement Gap Reduction & Academic Acceleration

- 1.1.c. Align professional learning for all educational staff in SPPS

Continuous Improvement Infrastructure

- 1.2.a. Establish a shared understanding of goals for improvement throughout the entire system

Literacy Consistency & Coherence

- 1.3.a. Establish a coherent, districtwide system by clarifying priorities, standardizing processes, and using consistent walkthrough and accountability structures

Deliberate Inclusion

Discipline & Belonging

- 2.1.b. Develop upper elementary and secondary students as leaders using student perspectives and fostering civic agency

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Family Communication & Language Access Standards

- 2.2.a. Establish a culture of clear written and oral communication grounded in families and schools working together for student success

Special Education Programming Enhancement

- 2.3.b. Align schedules with students' specialized service needs that support inclusion

Staff Retention & Recruitment

- 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

Marketing & Enrollment Recovery

- 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

Analysis of Current Resource Allocation Models

- 3.3.a. Conduct an internal audit to improve current financial policies, procedures, and responsibilities

Phase 3

- Implementation curve reflects a longer time exploration or determining readiness
- Benchmarks that are dependent upon other benchmarks for success

Excellence in Instruction

Achievement Gap Reduction & Academic Acceleration

- 1.1.b. Transform evaluation and accountability structures

Continuous Improvement Infrastructure

- 1.2.c. District and school leaders facilitate continuous system improvement

Literacy Consistency & Coherence

- 1.3.b. Design personalized, equitable professional learning pathways grounded in the PreK-12 literacy framework

Deliberate Inclusion

Discipline & Belonging

- 2.1.c. Establish authentic experiences that develop individual and group parent/ guardian leadership with a shared commitment to SPPS ²³³

Family Communication & Language Access Standards

- 2.2.c. Implement consistent family communication standards and practices across all schools and departments

Special Education Programming Enhancement

- 2.3.a. Incorporate Universal Design for Learning in Tier 1 instruction

Staff Retention & Recruitment

- 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

Sustainable Infrastructure

Marketing & Enrollment Recovery

Analysis of Current Resource Allocation Models



Monitoring & Reporting

Monitoring & Reporting

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



Early Feedback

As we had begun last year with dignity and belonging, our community felt validated in the direction we are going. ❖ **Everyone thought that creating a sense of belonging is very important and they were happy to hear that we were working towards one common mission and vision.** ❖ I feel excited about both my present and future in SPPS. ❖ I like that the plan is more than five years. It seems more effective than a shorter goal. ❖ It is awesome that we have a plan. ❖ **Looks like a positive, student centered policy.** ❖ Lots of listening, sharing of who took part in the staff and community engagement sessions ❖ My teams enjoyed learning about the plan together and were able to make connections to the Strategic Plan that they have not made with previous strategic plans in SPPS. We had an authentic and robust conversation which resulted in several questions about the 'how.' My team is enthusiastic about implementing ❖ People seemed excited about the path we are taking in THE SPPS! ❖ People were engaged and appreciated the information ❖ **Staff celebrated the efforts to get representation of all voices.** ❖ Staff were energized and excited about the direction. ❖ **Thank you for making this a collaborative and inclusive process. We are excited to be a part of this work!** ❖ The 2033 Strategic Plan has identified where we should strive to make SPPS even stronger than it is currently. ❖ The plan was received with genuine interest and positivity. ❖ The toolkit and the video were of the best quality, and the materials were well organized. ❖ There was a general appreciation for special education being identified specifically within the plan and also people were pleased the strategic plan was focused and easy to understand.❖ **There was appreciation for this detailed plan to be intentionally included into opening week.** ❖ There were no comments from my staff. They were interested in starting the work and how NAME can support. ❖ **There were no questions and the teachers thought the condensing of the goals into 3 areas was great!** ❖ We are excited about the Strategic Plan! Thank you!



Questions?



Saint Paul
PUBLIC SCHOOLS

Policy Update

Regular Meeting of the Board of Education
October 20, 2026



Saint Paul
PUBLIC SCHOOLS

- Policy 302.00 - Superintendent Selection
- Policy 720.00 - School District Budget
- Policy 801.01 - Building & Grounds: Name Selection
- Policy 405.00 - Personnel Records
- Policy 408.06 - Employment Contracts: Outside Work



Saint Paul
PUBLIC SCHOOLS

SECOND READING: Policy 302.00 - Superintendent Selection

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Carlo Franco, Director

Policy 302.00 - Superintendent Selection

RATIONALE FOR CHANGES

1. Update policy to align with our updated policy format.
2. Has not been revised since 2008.
3. Align policy with most recent practice of our board's Superintendent selection process.

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Policy 302.00 - Superintendent Selection

CURRENT POLICY INCLUDES

1. The Board shall determine, publicize, and adhere to a process for recruiting, screening, selecting and evaluating a superintendent.
2. The school Board shall provide the superintendent a written contract.

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In the updated policy, all this language will be stricken and replaced with more detailed language on subsequent slides.

Policy 302.00 - Superintendent Selection

PURPOSE

The purpose of this policy is to establish clear principles and processes for recruiting, screening, selecting, and contracting with a qualified Superintendent to serve as the senior executive officer of Saint Paul Public Schools and execute the governance vision of the Board of Education.

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Policy 302.00 - Superintendent Selection

GENERAL STATEMENT OF POLICY

1. **Employment and Authority:** The Board of Education shall employ a Superintendent who shall serve as the senior executive officer of the school district and as an ex-officio, non-voting member of the Board of Education. 244
2. **Selection Process:** The Board of Education shall determine, publicize, and adhere to an open and transparent process for recruiting, screening, evaluating, and selecting candidates for the position of Superintendent.
3. **Contractual Agreement:** The Board of Education shall provide the Superintendent with a written employment contract in accordance with Minnesota statutory requirements.

Policy 302.00 - Superintendent Selection

SELECTION AND APPOINTMENT PROCEDURES

1. **Process Determination:** When a vacancy in the position of Superintendent occurs or is anticipated, the Board of Education shall establish the specific criteria, timeline, and search procedure to be used for recruitment and selection.
2. **Community & Stakeholder Engagement:** The selection process may incorporate opportunities for district staff, students, families, and community members to provide input regarding the desired qualifications, characteristics, and priorities for the next Superintendent. 245
3. **Search Assistance:** The Board of Education may, at its discretion, engage professional search consultants or executive search services to assist in advertising, recruiting, and screening candidates.
4. **Final Selection:** The ultimate authority and responsibility to select and elect the Superintendent rests solely with the Board of Education.

Policy 302.00 - Superintendent Selection

TERMS OF EMPLOYMENT & CONTRACT

1. **Written Contract:** The Superintendent's employment terms, compensation, duties, benefits, and working conditions shall be set forth in a written contract executed by the Board of Education and the Superintendent. 246
2. **Duration and Provisions:** The contract shall comply with all applicable state laws regarding duration, renewal, termination, and performance evaluation.
3. **Licensure:** The individual selected as Superintendent must hold and maintain a valid Minnesota Superintendent license issued by the appropriate state licensing agency throughout the term of employment.

Policy 302.00 - Superintendent Selection

REFERENCES

Cross References:

301.00 Board/Superintendent Relationship

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LEGAL REFERENCES:

- **Minn. Stat. § 123B.143** (*Superintendent*)
- **Minn. Stat. § 122A.40** (*Employment Contracts*)
- **Minn. Stat. § 13.43** (*Personnel Data / Public Information Regarding Applicants*)

Questions?

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Recommendation

- Request the review of Policy 302.00 - Superintendent Selection at the October 20, 2026 Regular Meeting be considered the Second Reading.
- That the review of this policy at the November 17, 2026 Board of Education meeting will be considered the Third Reading.

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Saint Paul
PUBLIC SCHOOLS

SECOND READING: Policy 720.00 - School District Budget

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Carlo Franco, Director

Policy 720.00 - School District Budget

RATIONALE FOR CHANGES

1. Update policy to align with our current practice after 2 years of implementation
2. Add definitions
3. Language clean up

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Policy 720.00 - School District Budget

Sections Unchanged

There are no suggested changes in the following sections, so are omitted from the presentation:

Preamble

Purpose

Requirement

Public Input

Final Budget

Adjustments

Reallocation

Adoption

Implementation

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Policy 720.00 - School District Budget

Board Budget

The Board Budget is a section of the district's budget that funds the operations of the Board of Education. Prior to the end of January each year, the Board of Education will evaluate the current year's Board Budget and draft a Board Budget²⁵³ for the following fiscal year. This task may be delegated to a committee or workgroup of the Board. This Board Budget will be provided to district leadership for consideration. ~~in their first drafts of budget options.~~

Policy 720.00 - School District Budget

WORKING SESSION

1. By the end of the third full week of February at the latest, the board will hold a public Working Session to establish a set of ~~parameters~~ ~~options~~ for the ~~district draft~~ budgets ~~for the upcoming school year~~ and to review information such as:
 2. A. A forecast of projected revenues and expenditures;
 3. B. Legislative impacts;
 4. C. Parameters for Collective Bargaining Agreement settlements, D. Inflationary pressures; and
 5. E. Feedback from principals, parents, employees, students, and other relevant community input on budget priorities

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Policy 720.00 - School District Budget

~~BUDGET OPTIONS~~

- ~~1. It shall be the responsibility of the Superintendent and designated staff members to prepare presentations regarding the specified budget options. These options will be publicly submitted to the Board no later than the April Committee of the Board meeting each year. The draft budgets shall include a multi-year (at least three-year) forecast of projected revenues and expenditures and other material assumptions. These budget options should be crafted using data on the effectiveness of existing programs and expenditures, and should be explicitly aligned to the strategic plan of the District as well as the goals of the Board of Education, if the Board has set goals.~~

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Policy 720.00 - School District Budget

ADOPTION

- The Board of Education will demonstrate the following prior to the final budget adoption:
 - A. The Board has collected and used public input to inform budget allocation.
 - B. The Board has completed a working session as outlined in this policy. ~~C. The Board has reviewed the requested budget options.~~
 - C. The Board has either amended and/or adopted the budget by majority vote.
 - D. The Board has completed a review of substantive reallocations between program types of more than \$350,000 in the prior year's budget.

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Policy 720.00 - School District Budget

DEFINITIONS

Budget Parameters: directions for specific items that either must be included in the budget or excluded in the budget.

Fiscal Year: The SPPS Fiscal Year runs through July 1st through June 30th of each year.

Revenue and Expense Budget: This is the budget that projects our anticipated revenues and anticipated expenses over our fiscal year.

FTEs: Full Time Equivalent (Employees) is representative of a Full Time Employee.

Unassigned Fund Balance: The unassigned fund balance represents the district's remaining liquid, unrestricted operating dollars that are fully available for general expenditures or emergency cash-flow needs. Unlike restricted, committed, and assigned balances such as operating capital, OPEB Trust, Medical Assistance, and Long Term Facility Maintenance, unassigned dollars have no spending restrictions aside from adherence to Public Purpose doctrine.

Questions?

258

Recommendation

- Request the review of Policy 720.00 - School District Budget at the October 20, 2026 Regular Meeting be considered the Second Reading.
- That the review of this policy at the November 17, 2026 Board of Education meeting will be considered the Third Reading.

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Saint Paul
PUBLIC SCHOOLS

SECOND READING: Policy 801.01 - Building & Grounds: Name Selection

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Kathryn Wallace, Interim Director of Facilities

Policy 801.01 - Building & Grounds: Name Selection

Current Policy:

801.01 BUILDINGS AND GROUNDS: NAME SELECTION

New names of schools and school programs and school mascots and logos shall reflect the diversity of the District. When buildings or programs are named for a person, that person must possess a legacy that aligns with the values of the District.

NAMING OF SCHOOLS AND BUILDINGS

The Board shall name all district-owned schools and buildings. The Board shall name the schools in consultation with the school community.

Policy Changes

801.01 BUILDINGS AND GROUNDS: NAME SELECTION

I. POLICY PURPOSE

The purpose of this policy is to establish consistent, transparent, and equitable standards for naming District schools, buildings, programs, and areas within District facilities, as well as for selecting or changing school mascots and logos. The policy is intended to ensure that names, mascots, and logos reflect the District's mission, values, history, and commitment to an inclusive and welcoming educational environment.

Policy 801.01 - Building & Grounds: Name Selection

Current Policy: *(last updated in 2017)*

801.01 BUILDINGS AND GROUNDS: NAME SELECTION

New names of schools and school programs and school mascots and logos shall reflect the diversity of the District. When buildings or programs are named for a person, that person must possess a legacy that aligns with the values of the District.

NAMING OF SCHOOLS AND BUILDINGS

The Board shall name all district-owned schools and buildings. The Board shall name the schools in consultation with the school community.

Policy Changes

I. GENERAL STATEMENT OF POLICY

A. NAME SELECTION

1. The District recognizes that the names of its schools, buildings, programs, and facilities, as well as its mascots and logos, are significant expressions of the District's identity and connection to its students, families, employees, and community.²⁶²
2. New names of schools and school programs, district buildings, and school mascots and logos shall reflect the diversity of the District and the communities it serves. When buildings or programs are renamed for a person, that person must possess a legacy that aligns with the values of the District.

Policy 801.01 - Building & Grounds: Name Selection

Current Policy:

801.01 BUILDINGS AND GROUNDS: NAME SELECTION

New names of schools and school programs and school mascots and logos shall reflect the diversity of the District. When buildings or programs are named for a person, that person must possess a legacy that aligns with the values of the District.

NAMING OF SCHOOLS AND BUILDINGS

The Board shall name all district-owned schools and buildings. The Board shall name the schools in consultation with the school community.

Policy Changes

3. Naming decisions shall be made in a manner that promotes inclusion, reflects the diversity of the District and the communities it serves, and is consistent with District values and applicable law and Board policy.

B. NAMING OF SCHOOLS AND BUILDINGS²⁶³

1. The Board shall **approve the name of** all district-owned schools and buildings **(including stadiums)**. The Board shall **approve the names** ~~name the schools~~ **developed with the involvement of** ~~in consultation with~~ the school community.

Policy 801.01 - Building & Grounds: Name Selection

Current Policy:

NAMING OF SCHOOL PROGRAMS

Elementary and secondary school programs that are located within a building that already has a name, or are assigned to a building that will house several programs, may recommend to the Board of Education a name to identify the program that is consistent with its goals and purposes.

AREAS WITHIN BUILDINGS

The Superintendent shall develop procedures for the naming of areas within buildings.

MASCOTS AND LOGOS

The Board shall approve names of mascots and logos.

Policy Changes

A. NAMING OF SCHOOL PROGRAMS

1. Elementary and secondary school programs that are located within a building that already has a name, or are assigned to a building that will house several programs, may recommend to the Board of Education a name to identify the program that is consistent with its goals and purposes. 264

B. AREAS WITHIN BUILDINGS

1. The Superintendent **or designee** shall develop procedures for the naming of areas within buildings.

C. MASCOTS AND LOGOS

1. The **Board Superintendent or designee** shall approve names of mascots and logos **and inform the Board.**

Policy 801.01 - Building & Grounds: Name Selection

Current Policy:

Policy Changes

III. DEFINITIONS

Buildings and grounds - The physical structures (buildings) and the surrounding land, landscaping, and exterior areas (grounds) owned or maintained by the District.

District building - A permanent structure where²⁶⁵ the District holds legal ownership rights to the property and conducts regular operations.

Logo - A graphic mark, symbol or other design used by an organization to identify it.

Mascot - A person, animal or object used to symbolize a particular group, team or organization.

Policy 801.01 - Building & Grounds: Name Selection

Current Policy:

Policy Changes

III. DEFINITIONS, cont.

School program - A structured set of educational activities, curriculum, or services designed to achieve specific learning objectives within the District.

Areas within buildings - Distinct, three-dimensional spaces designed to serve specific functions, bounded by walls, floors, ceilings and/or other elements that establish a clear understanding of the space or area.

266

Policy 801.01 - Building & Grounds: Name Selection

Current Policy:

LEGAL REFERENCES :

CROSS REFERENCES :

101.00, Racial Equity

Policy Changes

LEGAL REFERENCES:

CROSS REFERENCES:

101.00 - Racial Equity

716.00 - District Advertising and Name or Logo
Use

267

718.00 - Branding

Questions?

268

Recommendation

- Request the review of Policy 801.01 - Building & Grounds: Name Selection at the October 20, 2026 Regular Meeting will be considered the Second Reading.
- That the review of this policy at the November 17, 2026 Board of Education meeting will be considered the Third Reading.

269



Saint Paul
PUBLIC SCHOOLS

SECOND READING: Policy 405.00 - Personnel Records

270

Pat Pratt-Cook

Policy 405.00 - Personnel Records

Current Policy:

- Adopted June 17, 2008. No revisions have ever been made to this policy.
- Policy has transitioned to the new policy format.
- MN Statute references have been added.
- Cross Reference with other policies.

Policy Changes

Policy Purpose

The purpose of this policy is to establish requirements for the maintenance of accurate, adequate, and appropriate personnel records for employees and employment-related actions within the District. Proper personnel records support effective personnel administration, ensure appropriate documentation of employment decisions, and promote compliance with applicable laws and District policies. 271

General Statement of Policy

The Superintendent ~~or designee~~ shall maintain adequate personnel records ~~including records of all applicants for employment, transfer, promotion, demotion, and termination.~~ for District employees and employment-related activities. Personnel records shall include, as appropriate, records of individuals who apply for employment with the District and records pertaining to employment actions, including transfer, promotion, demotion, and termination.

Policy 405.00 - Personnel Records

Current Policy:

Policy Changes

General Statement of Policy (continued)

Personnel records shall be maintained in an organized and secure manner and shall be handled in accordance with applicable laws, regulations, and District policies governing the confidentiality, retention, access, and disclosure of personnel information.

272

Questions?

273

Recommendation

- Request the review of Policy 405.00 - Personnel Records at the October 20, 2026 Regular Meeting be considered the Second Reading.
- That the review of this policy at the November 17, 2026 Board of Education meeting will be considered the Third Reading.

274



Saint Paul
PUBLIC SCHOOLS

SECOND READING: Policy 408.06 - Employment Contracts: Outside Work

275

Pat Pratt-Cook

Policy 408.06 - Employment Contracts: Outside Work

Current Policy:

- Last revised 2008.
- Policy has transitioned to the new policy format.

Policy Changes

Policy Purpose

The purpose of this policy is to establish clear expectations and parameters for employees of the School District who engage in outside employment or other work activities. The policy is intended to ensure that outside employment does not interfere with an employee's responsibilities to the School District, create conflicts of interest, misuse School District resources, or otherwise compromise the employee's professional obligations. ²⁷⁶

General Statement of Policy

Employees of the school district may engage in outside employment provided such employment does not compromise the fulfillment of employees' responsibilities to the School District, is not conducted during assigned duty hours and does not involve the use of School District facilities.

Policy 408.06 - Employment Contracts: Outside Work

Current Policy:

Policy Changes

General Statement of Policy (continued)

Outside employment must not create an actual or apparent conflict of interest with the employee's duties or responsibilities to the School District. Employees shall not use their position, authority, School District information, equipment, materials, supplies, technology, facilities, or other School District resources for the benefit of an outside employer or business, unless expressly authorized by the School District. ²⁷⁷

Employees are responsible for ensuring that outside employment does not interfere with their attendance, performance, availability, or ability to fulfill assigned duties and responsibilities.

Employees shall not engage in outside employment or business activities that involve students, families, vendors, or other individuals with whom the employee has a professional relationship through the School District when doing so could

Policy 408.06 - Employment Contracts: Outside Work

Current Policy:

Policy Changes

General Statement of Policy (continued)

create a conflict of interest, impair professional judgment, or otherwise adversely affect the employee's School District responsibilities.

An employee who is uncertain whether proposed outside employment presents a conflict of interest or otherwise falls within the requirements of this policy should consult with the Superintendent or designee before engaging in the outside employment.

Nothing in this policy prohibits employees from engaging in lawful outside employment or personal business activities that are conducted outside assigned duty hours and otherwise comply with this policy and applicable law, collective bargaining agreements, and School District policies.

Questions?

279

Recommendation

- Request the review of Policy 408.06 - Employment Contracts: Outside Work at the October 20, 2026 Regular Meeting be considered the Second Reading.
- That the review of this policy at the November 17, 2026 Board of Education meeting will be considered the Third Reading.

280

302.00 Superintendent Selection

- ~~1. The Board shall determine, publicize, and adhere to a process for recruiting, screening, selecting and evaluating a superintendent.~~
- ~~2. The school Board shall provide the superintendent a written contract.~~

I. PURPOSE

The purpose of this policy is to establish clear principles and processes for recruiting, screening, selecting, and contracting with a qualified Superintendent to serve as the senior executive officer of Saint Paul Public Schools and execute the governance vision of the Board of Education.

II. GENERAL STATEMENT OF POLICY

1. **Employment and Authority:** The Board of Education shall employ a Superintendent who shall serve as the senior executive officer of the school district and as an ex-officio, non-voting member of the Board of Education.
2. **Selection Process:** The Board of Education shall determine, publicize, and adhere to an open and transparent process for recruiting, screening, evaluating, and selecting candidates for the position of Superintendent.
3. **Contractual Agreement:** The Board of Education shall provide the Superintendent with a written employment contract in accordance with Minnesota statutory requirements.

III. SELECTION AND APPOINTMENT PROCEDURES

1. **Process Determination:** When a vacancy in the position of Superintendent occurs or is anticipated, the Board of Education shall establish the specific criteria, timeline, and search procedure to be used for recruitment and selection.
2. **Community & Stakeholder Engagement:** The selection process may incorporate opportunities for district staff, students, families, and community members to provide input regarding the desired qualifications, characteristics, and priorities for the next Superintendent.
3. **Search Assistance:** The Board of Education may, at its discretion, engage professional search consultants or executive search services to assist in advertising, recruiting, and screening candidates.
4. **Final Selection:** The ultimate authority and responsibility to select and elect the Superintendent rests solely with the Board of Education.

IV. TERMS OF EMPLOYMENT & CONTRACT

1. **Written Contract:** The Superintendent's employment terms, compensation, duties, benefits, and working conditions shall be set forth in a written contract executed by the Board of Education and the Superintendent.
2. **Duration and Provisions:** The contract shall comply with all applicable state laws regarding duration, renewal, termination, and performance evaluation.
3. **Licensure:** The individual selected as Superintendent must hold and maintain a valid Minnesota Superintendent license issued by the appropriate state licensing agency throughout the term of employment.

LEGAL REFERENCES:

- **Minn. Stat. § 123B.143** (*Superintendent*)
- **Minn. Stat. § 122A.40** (*Employment Contracts*)
- **Minn. Stat. § 13.43** (*Personnel Data / Public Information Regarding Applicants*)

CROSS REFERENCES:

301.00 Board/Superintendent Relationship

720.00 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

PREAMBLE

Saint Paul Public Schools recognizes the importance of community input as spending decisions are made. SPPS will strive to make decisions in a collaborative and transparent manner, providing members of the SPPS community with means by which they can influence the district's spending decisions.

GENERAL STATEMENT OF POLICY

The Board of Education is committed to a transparent budget process that involves feedback from stakeholders, and includes intentional times for feedback prior to the final budget adoption. This policy establishes general expectations of the Board and District Administration in creating an annual budget.

PURPOSE

The purpose of this policy is to set expectations regarding the roles of the community and the Board of Education in the budgeting process and to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets. The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. The annual budget will effectively express and implement the school district's goals and priorities.

REQUIREMENT

A. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minnesota Statutes section 123B.76.

B. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year.

C. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Minnesota Commissioner of Education within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the

address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minnesota Statutes section 123B.10.

D. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.

E. The school district must also post the materials specified in section C above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

F. In creation of the School District Budget, the Administration will present a budget that maintains an unassigned fund balance in accordance with the School District Fund Balance Policy (Insert Fund Balance Policy Cross Reference)

BOARD BUDGET

The Board Budget is a section of the district's budget that funds the operations of the Board of Education. Prior to the end of January each year, the Board of Education will evaluate the current year's Board Budget and draft a Board Budget for the following fiscal year. This task may be delegated to a committee or workgroup of the Board. This Board Budget will be provided to district leadership for consideration. ~~in their first drafts of budget options.~~

PUBLIC INPUT

The district shall host public meetings to gather feedback from community members for the purpose of informing budgetary decisions. At least one of these public input sessions will take place prior to winter break. At least one will take place within the eight weeks prior to the adoption of the budget.

WORKING SESSION

By the end of the third full week of February at the latest, the board will hold a public Working Session to establish a set of ~~parameters options~~ for the ~~district draft~~ budgets ~~for the upcoming school year~~ and to review information such as:

- A. A forecast of projected revenues and expenditures;
- B. Legislative impacts;
- C. Parameters for Collective Bargaining Agreement settlements,
- D. Inflationary pressures; and
- E. Feedback from principals, parents, employees, students, and other relevant community input on budget priorities

BUDGET OPTIONS

~~It shall be the responsibility of the Superintendent and designated staff members~~

~~to prepare presentations regarding the specified budget options. These options will be publicly submitted to the Board no later than the April Committee of the Board meeting each year. The draft budgets shall include a multi-year (at least three-year) forecast of projected revenues and expenditures and other material assumptions. These budget options should be crafted using data on the effectiveness of existing programs and expenditures, and should be explicitly aligned to the strategic plan of the District as well as the goals of the Board of Education, if the Board has set goals.~~

FINAL BUDGET

The composition of the final budget will be a packet composed of required fund allocations, comparison to prior fiscal year, and a detailed document that breaks down all site allocations, administration departmental funding, displaying dollar amounts, and FTE's. The Board will be provided with a document outlining the district-wide expected contracted services by dollar amount and percentage of total fund.

ADJUSTMENTS

The Board of Education may shift or waive the deadlines in this policy by majority vote when necessary and allowable by law.

REALLOCATION

The Superintendent shall be authorized, in their sole discretion, to make such changes within the various budget classifications as they may deem necessary. The Board of Education will be informed of reallocations of general funds between program types of more than \$350,000.

ADOPTION

The Board of Education will demonstrate the following prior to the final budget adoption:

- A. The Board has collected and used public input to inform budget allocation.
- B. The Board has completed a working session as outlined in this policy.
- ~~C. The Board has reviewed the requested budget options.~~
- C. The Board has either amended and/or adopted the budget by majority vote.
- D. The Board has completed a review of substantive reallocations between program types of more than \$350,000 in the prior year's budget.

IMPLEMENTATION

A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program

oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).

C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.

D. Supplies and capital equipment can be ordered prior to budget adoption, as authorized by the superintendent or designee. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

E. The school district shall make such reports to the Minnesota Commissioner of Education as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

DEFINITIONS

Budget Parameters: directions for specific items that either must be included in the budget or ~~must be~~ excluded in the budget.

Fiscal Year: The SPPS Fiscal Year runs through July 1st through June 30th of each year.

Revenue and Expense Budget: This is the budget that projects our anticipated revenues and anticipated expenses over our fiscal year.

FTEs: Full Time Equivalent (Employees) is representative of a Full Time Employee.

Unassigned Fund Balance: The unassigned fund balance represents the district's remaining liquid, unrestricted operating dollars that are fully available for general expenditures or emergency cash-flow needs. Unlike restricted, committed, and assigned balances such as operating capital, OPEB Trust, Medical Assistance, and Long-Term Facility Maintenance, unassigned dollars have no spending restrictions aside from adherence to Public Purpose doctrine.

Legal References:

Minn. Stat. § 123B.10 (Publication of Financial Information)

Minn. Stat. § 123B.76 (Expenditures; Reporting)

Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)

Cross References: Board Policy 301

Adopted: 9/4/1990
Revised: 6/ 17/ 2008,
5/16/17,
xx/xx/26

Saint Paul Public Schools Policy 801.01

801.01 BUILDINGS AND GROUNDS: NAME SELECTION

I. POLICY PURPOSE

The purpose of this policy is to establish consistent, transparent, and equitable standards for naming District schools, buildings, programs, and areas within District facilities, as well as for selecting or changing school mascots and logos. The policy is intended to ensure that names, mascots, and logos reflect the District's mission, values, history, and commitment to an inclusive and welcoming educational environment.

II. GENERAL STATEMENT OF POLICY

A. NAME SELECTION

1. The District recognizes that the names of its schools, buildings, programs, and facilities, as well as its mascots and logos, are significant expressions of the District's identity and connection to its students, families, employees, and community.
2. New names of schools and school programs, district buildings, and school mascots and logos shall reflect the diversity of the District and the communities it serves. When buildings or programs are renamed for a person, that person must possess a legacy that aligns with the values of the District.
3. Naming decisions shall be made in a manner that promotes inclusion, reflects the diversity of the District and the communities it serves, and is consistent with District values and applicable law and Board policy.

B. NAMING OF SCHOOLS AND BUILDINGS

1. The Board shall approve the name of all district-owned schools and buildings (including stadiums). The Board shall approve the names of the schools developed with the involvement of in consultation with the school community.

C. NAMING OF SCHOOL PROGRAMS

1. Elementary and secondary school programs that are located within a building that already has a name, or are assigned to a building that will house several programs, may recommend to the Board of Education a name to identify the program that is consistent with its goals and purposes.

D. AREAS WITHIN BUILDINGS

1. The Superintendent or designee shall develop procedures for the naming of areas within buildings.

E. MASCOTS AND LOGOS

1. The Board Superintendent or designee shall approve names of mascots and logos and inform the Board.

III. DEFINITIONS

Buildings and grounds - The physical structures (buildings) and the surrounding land, landscaping, and exterior areas (grounds) owned or maintained by the District.

District building - A permanent structure where the District holds legal ownership rights to the property and conducts regular operations.

Logo - A graphic mark, symbol or other design used by an organization to identify it.

Mascot - A person, animal or object used to symbolize a particular group, team or organization.

School program - A structured set of educational activities, curriculum, or services designed to achieve specific learning objectives within the District.

Areas within buildings - Distinct, three-dimensional spaces designed to serve specific functions, bounded by walls, floors, ceilings and/or other elements that establish a clear understanding of the space or area.

LEGAL REFERENCES:

CROSS REFERENCES:

101.00 - Racial Equity

716.00 - District Advertising and Name or Logo Use

718.00 - Branding

Adopted: 6/17/2008
Revised: xx/xx/2026

Saint Paul Public Schools Policy 405.00

405.00 RECORDS: PERSONNEL RECORDS

I. POLICY PURPOSE

The purpose of this policy is to establish requirements for the maintenance of accurate, adequate, and appropriate personnel records for employees and employment-related actions within the District. Proper personnel records support effective personnel administration, ensure appropriate documentation of employment decisions, and promote compliance with applicable laws and District policies.

II. GENERAL STATEMENT OF POLICY

The Superintendent or designee shall maintain adequate personnel records including records of all applicants for employment, transfer, promotion, demotion, and termination for District employees and employment-related activities. Personnel records shall include, as appropriate, records of individuals who apply for employment with the District and records pertaining to employment actions, including transfer, promotion, demotion, and termination.

Personnel records shall be maintained in an organized and secure manner and shall be handled in accordance with applicable laws, regulations, and District policies governing the confidentiality, retention, access, and disclosure of personnel information.

LEGAL REFERENCES:

Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects of Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.43 (Personnel Data)

CROSS REFERENCES:

304.00 Records: Data Management

Adopted: 9/9/1975
Revised: 9/7/1982
6/17/2008
xx/xx/2026

Saint Paul Public Schools Policy 408.06

408.06 EMPLOYMENT CONTRACTS: OUTSIDE WORK

I. POLICY PURPOSE

The purpose of this policy is to establish clear expectations and parameters for employees of the School District who engage in outside employment or other work activities. The policy is intended to ensure that outside employment does not interfere with an employee's responsibilities to the School District, create conflicts of interest, misuse School District resources, or otherwise compromise the employee's professional obligations.

II. GENERAL STATEMENT OF POLICY

Employees of the school district may engage in outside employment provided such employment does not compromise the fulfillment of employees' responsibilities to the School District, is not conducted during assigned duty hours and does not involve the use of School District facilities.

Outside employment must not create an actual or apparent conflict of interest with the employee's duties or responsibilities to the School District. Employees shall not use their position, authority, School District information, equipment, materials, supplies, technology, facilities, or other School District resources for the benefit of an outside employer or business, unless expressly authorized by the School District.

Employees are responsible for ensuring that outside employment does not interfere with their attendance, performance, availability, or ability to fulfill assigned duties and responsibilities.

Employees shall not engage in outside employment or business activities that involve students, families, vendors, or other individuals with whom the employee has a professional relationship through the School District when doing so could create a conflict of interest, impair professional judgment, or otherwise adversely affect the employee's School District responsibilities.

An employee who is uncertain whether proposed outside employment presents a conflict of interest or otherwise falls within the

requirements of this policy should consult with the Superintendent or designee before engaging in the outside employment.

Nothing in this policy prohibits employees from engaging in lawful outside employment or personal business activities that are conducted outside assigned duty hours and otherwise comply with this policy and applicable law, collective bargaining agreements, and School District policies.

LEGAL REFERENCES:

CROSS REFERENCES: