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

November 4, 2026
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
   - A. Superintendent's Announcements
   - B. Facilities Portfolio Analysis Update
     1. Introduction
     2. Presentation 3
     3. Discussion
   - C. Board Initiated Goals Governance (B.I.G.G.): AI Governance Policy
     1. Introduction
     2. Presentation 20
     3. Discussion
   - D. Systemic Equity
     1. Introduction
     2. Presentation 35
     3. Discussion
   - E. Policy Update
     1. Introduction
     2. Presentation 46
        - a. Policy 409.00 - Travel Expense Reimbursement 56
        - b. Policy 701.01 - Fund Balance 58
     3. Discussion
     4. Action
   - F. Resolution in Support of a Pause on New Charter Schools
     1. Introduction
     2. Presentation 60
     3. Discussion
3. **ADJOURNMENT**

#BoldSubject#

Facilities Portfolio Analysis Update

3

Kathryn Wallace, Interim Director of Facilities
November 4, 2026 Committee of the Board

About the Taskforce

As outlined in the SPPS School Board Resolution

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

The end goal is to **identify ways to more efficiently invest our resources based on our anticipated student enrollment**. At the end of this process, it may be determined that some schools need to be repurposed, consolidated and/or closed.

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

Facility Portfolio Analysis TASK FORCE

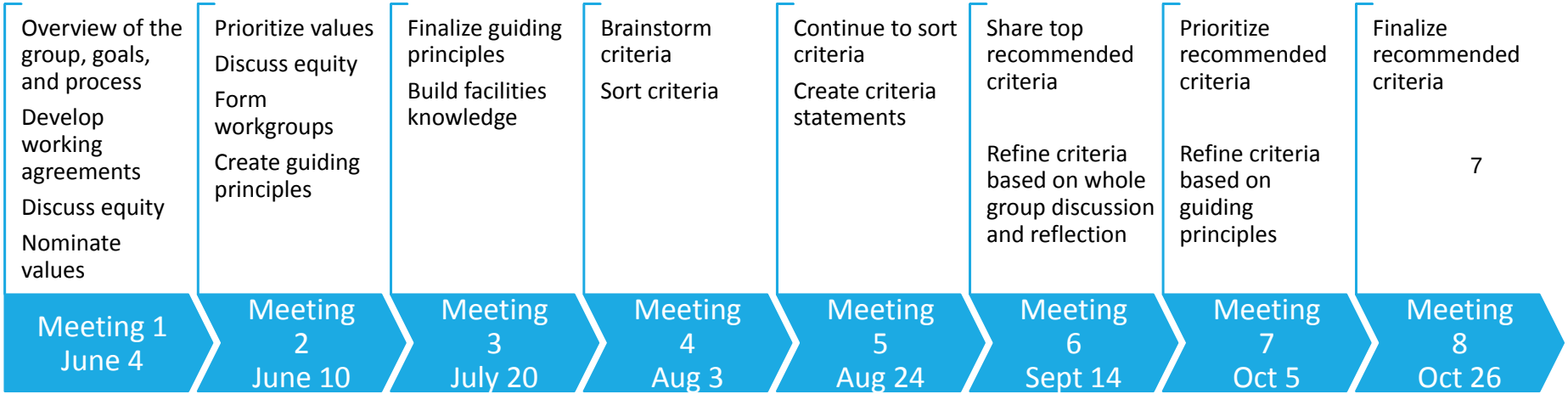
5

Criteria Design

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

6

Planned process: Phase 1



Criteria Categories

Characteristics of the buildings

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

Characteristics of the programming

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

Characteristics of the location

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

Criteria - Characteristics of the **Buildings**

- Buildings will be prioritized using a **safety metric** based on: safe loading and unloading zones, structural safety, safe access to indoor and outdoor spaces, and accessibility.
- Buildings will be prioritized to remain open if they are considered in **good or excellent condition** based on the SPPS Facility Condition Index[1], meaning that they require minimal[9] maintenance and repairs.

[1] **Facility Condition Index** is the ratio of a building's deferred maintenance needs compared to its current replacement value, calculated by dividing total repair costs by the cost to build the facility new. A ratio of 0.0 to 0.10 is considered “excellent” and is defined as: the building is structurally sound, highly functional, and requires only routine maintenance. All major infrastructure—such as roofing, plumbing, and HVAC systems—is operating efficiently within its normal lifecycle. A rating of 0.11 to 0.20 is considered “good,” meaning the building is safe and operational, but components are beginning to show wear. It requires minor capital renewal, meaning certain secondary systems (like localized flooring, lighting upgrades, or minor mechanical fixes) are approaching the end of their useful lifespans and need targeted repairs to prevent further deterioration.

Criteria - Characteristics of the **Buildings,** cont.

- School buildings will be prioritized if they have the **capacity and flexibility for future changes**, including the ability to accommodate future growth and/or new or existing programs
(such as spaces appropriate for science, technology, arts, physical education, extracurricular activities, and career pathway programs).

- School buildings will be prioritized if more than 70% of the **available seats in the building are filled by students.**

10

This rate of use is standard across comparable districts to maintain important efficiencies for buildings and resources.

Criteria - Characteristics of **Programming**

- The district will prioritize schools that, in addition to the **SPPS core curriculum**, provide access to: **science, technology, engineering, visual arts, performance arts, physical education/athletics, libraries, mental wellness, language learning, early learning, and career pathways/enrichment**.

- The district will prioritize schools with the ability to **accommodate diverse learning needs**

  (e.g., Federal Settings I-III Special Education, multilingual learners, small group engagement, and accelerated learners).[11]

Criteria - Characteristics of **Programming,** cont.

- The district will prioritize schools that have evidence of being a **school of choice** based on current waiting lists, retention data, choice data, and enrollment trends.
- The district will prioritize schools that **serve higher proportions of students from low-income households** (qualifying for free and reduced-price lunch) **and/or from immigrant, refugee, and other minority communities**.[12]

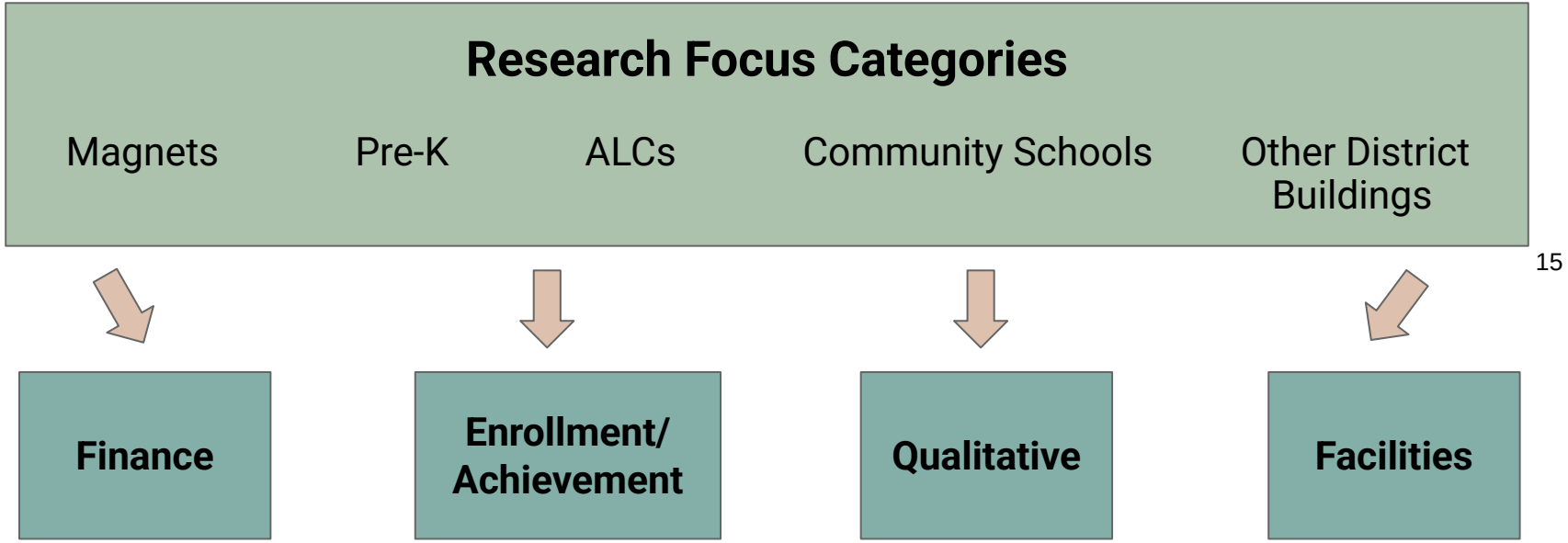
Criteria - Characteristics of the **Location**

- The district will prioritize keeping neighborhood schools open if they are located **in areas in which there are larger current student populations and evidence of sustained student population rates** (e.g. historical trends) **or expected growth** (e.g. new housing developments).
- The closure of a school should not require students located in areas with the highest social vulnerability index score to **travel more than two miles to a community use facility,**[13] such as another school, recreation center, library, or public park.

Facility Portfolio Analysis
NEXT STEPS

14

Targeted Areas for Research



Research Phases

PHASE 1

Scope & Design

REA Lead + Research Team
- Brainstorm required data
- Identify data sources and locations

PHASE 2

Data Collection

REA Lead
- Collect and pull data
- Put data in provided location

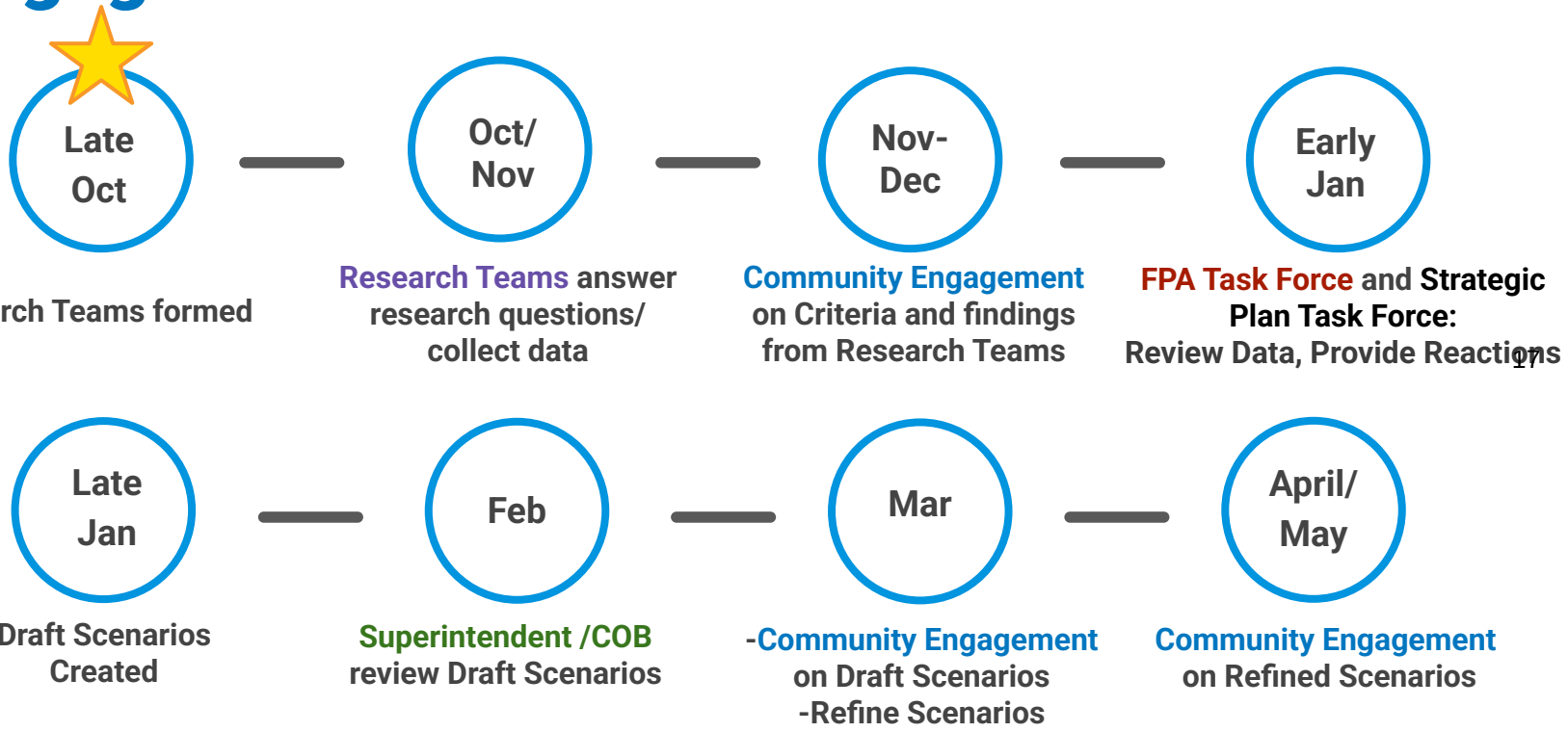
PHASE 3

Synthesis & Review

REA Lead + Research Team
- Present findings
- Evaluate implications and next steps

16

Engagement/Research Timeline



** Additional engagement may be scheduled or adjusted as needed*

Questions?

18

Saint Paul
Public Schools

THANK YOU

19

Saint Paul Public Schools

AI Governance Policy
Board Initiated Goals Governance B.I.G.G.

Committee of the Board Meeting
November 4, 2026

Purpose

To report on the initial status of the Board Initiated Goal Governance:

"By the end of the 2027-2028 school year, the Board will adopt an Artificial Intelligence Governance Policy that addresses the safe, ethical, human- centered, equitable, environmentally responsible, and instructionally meaningful use of AI across teaching, learning, critical thinking, workforce readiness, accessibility, data privacy, academic integrity, staff support, and district operations. The policy will include expectations for public reporting on how SPPS is preparing students and staff to use, question, evaluate, and create with AI."

21

Agenda

1) Timeline of B.I.G.G. AI Policy Adoption
2) Overview of Artificial Intelligence in Education
3) Context and Considerations of AI Policy
4) Current Staff and Student Use of AI within SPPS
5) Proposed process for the Adoption of AI Governance Policy 625
6) Discussion and Questions

22

Timeline of B.I.G.G. Adoption of an SPPS AI Policy

October 2026	Determined SPPS current reality and use of AI Conducted research on MSBA and other metro district policies (detail provided later in presentation)
November 2026	Seek BOE guidance on policy development focus and timeline Examine the evidence of safe, ethical, human-centered, equitable and environmentally responsible use of AI Crosswalk B.I.G.G. AI goal with MSBA AI Policy
December 2026	Determine how our use of AI supports meaningful instruction, critical thinking, workforce readiness, accessibility, data privacy, academic integrity, staff work and district operations
January 2027	Based on school board feedback and research, bring draft policy to Policy Work Group in January with expected final policy by June 2027

23

Informing AI Policy: Connection to the iPad B.I.G.G. Goal

"By the end of the 2026-27 school year, the Board and District Administration will collaborate with community on an effort to evaluate the use of iPads in Saint Paul Public Schools, including the costs and cost savings of this technology, ***the ways in which it both assists and distracts from instruction, and the academic and socioemotional effects of this technology on our students.*** *If necessary, this effort may lead to policy or procedure change."*

October 6, 2026- COB iPad B.I.G.G. Goal Report

Continued evaluation and information sharing of iPad Usage and Impact

- Academic impact & research
  - Socio-emotional effects; partnership with Office of School Support
  - Further development of intentional instructional curricular guidance, in accordance with proposed MDE guidance and Minnesota legislation
  - Development of screen time guidance for secondary schools

24

- Partnership and Collaboration
  - Collaboration with community stakeholders and Intentional Tech Saint Paul
  - Family-facing technology feedback form on SPPS.org digital parenting support page
  - Enhanced partnership with metro-area school districts and thought leaders
  - Partnership with MDE

AI Guidance: Minnesota Department of Education (MDE)

[MDE Artificial Intelligence in Education](#)

Vision

Center People

Advance Equity

Ensure Safety, Ethics and Effectiveness

Continuous Improvement

Learning with AI

AI Opportunities	AI Challenges
Personalized Learning	Bias and Discrimination
Improving Accessibility	Access and Equity
Adaptive Instruction	Role of Teachers
Automated Tasks	Teachers Training and Support
Immersive Learning	Overreliance on Technology
Early Intervention	Data Privacy & Security
Career Exploration	Limited Transparency
Creative Innovation	Lack of Standardized Regulations

&

Values

25

AI Policy within School Districts

Minnesota	National
600 Policy Series: Education Programs Policy 625 Responsible Use of Artificial Intelligence South Washington County Schools AI Policy 625 St. Cloud Area School District Policy 625 Owatonna Public Schools Policy 625 *District 622 Policy 625 - In Development*	"More than three-quarters of districts (79%) report having AI **guidelines** in place, compared to 57% in 2025." "56% of districts are **updating their current Technology Use policy to include AI;** 38% of districts made a new policy specific to AI." *U.S. State of EdTech 2026, COSN*

26

Model AI Policy: Minnesota School Board Association (MSBA)

MSBA Policy 2026 | MSBA AI Presentation | MSBA AI Procedural Guide

625 RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE

I. PURPOSE
II. GENERAL STATEMENTS OF POLICY
III. DEFINITIONS
IV. EQUITABLE ACCESS TO AI TECHNOLOGY
V. CURRICULUM INTEGRATION AND AI LITERACY
VI. ARTIFICIAL INTELLIGENCE (AI) COMMITTEE
VII. STUDENT USE GUIDELINES
VIII. STAFF USE GUIDELINES
IX. DATA AND ARTIFICIAL INTELLIGENCE
X. AI VENDOR AGREEMENTS AND LICENSING
XI. AI AND RECORDS RETENTION
XII. REPORTING AI-RELATED CONCERNS, MISUSE, AND INCIDENTS
XIII. TRAINING OF SCHOOL DISTRICT STAFF, TEACHERS, AND STUDENTS
XIV. NOTICE
XV. REVIEW

Policy Cross References

- MSBA/MASA Model Policy 406: Public and Private Personnel Data
- MSBA/MASA Model Policy 409: Employee Publications, Instructional Materials, Inventions, and Creations
- MSBA/MASA Model Policy 506: Student Discipline
- MSBA/MASA Model Policy 514: Bullying Prohibition Policy
- MSBA/MASA Model Policy 515: Protection and Privacy of Pupil Records
- MSBA/MASA Model Policy 524: Internet, Technology, and Cell Phone Acceptable Use and Safety
- MSBA/MASA Model Policy 524.5: Personal Electronic Communication Devices
- MSBA/MASA Model Policy 601: School District Curriculum and Instruction Goals
- MSBA/MASA Model Policy 603: Curriculum Development

27

AI SPPS Strategic Partners

Minnesota Generative AI Alliance (MNGAIA) for Education

- K-12 Education Districts and Schools
- Higher Education Institutions
- Minnesota Department of Education (MDE)
- Government Agencies
- Business and Industry Partners
- Foundation and Non-Profits
- Association of Metropolitan School Districts (AMSD)
- Minnesota Association of School Board Administrators (MASA)
- Minnesota School Boards Association (MSBA)

K-12 AI Leadership Council - Center for Digital Education

Mission:
Help K–12 leaders make informed, responsible AI decisions.

Explore how AI can support educational goals while protecting students and sustaining human judgment.

28

- Strategy and Governance
- Implementation and Evaluation
- Industry Expertise
- Member Priorities

Current AI Staff Guidelines & Professional Learning in SPPS

Core Principles for SPPS Staff When Engaging with AI Tools:

Privacy First
- Avoid entering names, emails or identifiable information into AI tools
- Avoid sharing specific class details or school-sensitive information
- Use generic descriptions when seeking advice about student situations

Data Security
- Never share login credentials or bypass school network restrictions
- Remember that anything entered into an AI tool may be retained and used to train future responses of AI models, unless otherwise specified

29

Professional Responsibility
- Maintain final oversight and judgment over all AI-generated content
- Review and customize any AI-generated materials for accuracy and appropriateness
- Keep records of significant AI assistance in professional work

Professional Learning via Schoology PowerSchool Courses:

- Generative AI for Educators: This course is ideal for educators new to exploring AI, or those looking to learn about applications and ethical implications of AI in education.
- AI Tools: Canva Magic Studio: This course offers SPPS educators a hands-on opportunity to explore and learn practical educational applications of various AI tools.

AI Education & Access for SPPS Students Grades 9-12

All AI platforms blocked PreK-8; Grades 9-12 have limited access to Gemini Education

Google Gemini AI: Grades 9-12

Students access Google Gemini within their SPPS Google accounts. This education-specific tool adheres to student data privacy regulations. Additional safeguards with Gemini prohibit topics related to:

- Persona Protection
- Suicide and Self-Harm Protocol
- Sexually Explicit Content
- Dangerous Activities, Drugs or Illegal Substances
- Harassment
- Medical Advice & Unhealthy Behaviors
- Violence and Gore

30

AI Ethics and Responsibility in Foundations & Advisory

- Defining AI and Generative AI *"Generative AI is a type of AI that can create content, including text, images, and audio"*
- Exploring real-world scenarios
- Considering AI's potential helpfulness and harm
- Learning tips for safe and ethical AI use
- Plagiarism/academic honesty tools integrated into Learning Management Systems (Schoology)
- Reviewing SPPS's AI Best Practice Guidelines for Students

Proposed Process for the Adoption of an AI Policy

Crosswalk AI B.I.G.G. Goal Elements with MSBA Model Policy 625 for Policy Work Group

*"By the end of the 2027–2028 school year, the Board will adopt an Artificial Intelligence Governance Policy that addresses the **safe**, **ethical**, **human-centered**, **equitable**, **environmentally responsible**, and **instructionally meaningful use of AI across teaching, learning, critical thinking, workforce readiness, accessibility, data privacy, academic integrity, staff support, and district operations**. The policy will include expectations for public reporting on how SPPS is preparing students and staff to use, question, evaluate, and create with AI."*

Address how our use of AI will be**:**

- **Safe**
- **Ethical**
- **Human-centered**
- **Equitable**
- **Environmentally Responsible**

Address how our use of AI will support:

- **Meaningful Instruction**
- **Critical Thinking**
- **Workforce readiness**
- **Accessibility**
- **Data privacy**
- **Academic integrity**
- **Staff**
- **District operations**

31

Timeline of B.I.G.G. Adoption of an SPPS AI Policy

October 2026	Determined SPPS current reality and use of AI Conducted research on MSBA and other metro district policies
November 2026	Seek BOE guidance on policy development focus and timeline Examine the evidence of safe, ethical, human-centered, equitable, and environmentally responsible use of AI Crosswalk B.I.G.G. AI Goal with MSBA AI Policy
December 2026	Determine how our use of AI supports meaningful instruction, critical thinking, workforce readiness, accessibility, data privacy, academic integrity, staff work, and district operations
January 2027	Based on school board feedback and research, bring draft policy to Policy Work Group in January with expected final policy by June 2027

32

Additional Resources and Research

U.S. Department of Education
Artificial Intelligence and the Future of Teaching and Learning
Artificial Intelligence (AI) Guidance

Minnesota Department of Education
Artificial Intelligence in Education

Minnesota IT Services
Transparent Artificial Intelligence Governance Alliance

Minnesota Generative AI Alliance (MNGAIA) for Education
Centering Relationships, Empowering Learners: AI that Elevates Human Work

Consortium for School Networking (CoSN)
Artificial Intelligence

Digital Promise
Artificial Intelligence in Education

International Society for Technology in Education (ISTE)
Artificial Intelligence in Education

National AI Literacy Day
AI Literacy Day Resources

National Center on Education and the Economy (NCEE)
Framework for AI-Powered Learning Environments

PIPO-AASA
A District Guide to Data Minimization in the Age of AI

Interest Privacy Center
From Data Privacy to Discrimination: Examining the Legal Ramifications of AI in Schools (April 2024)

TeachAI
AI Guidance for Schools Toolkit

Saint Paul
Public Schools

Discussion & Questions

Systemic Equity

Dr. Stacey Gray Akyea, Senior Executive Officer
Equity, Strategy & Innovation
November 4, 2026

Purpose

Provide an update on the Office of Equity's work related to systemic equity



36

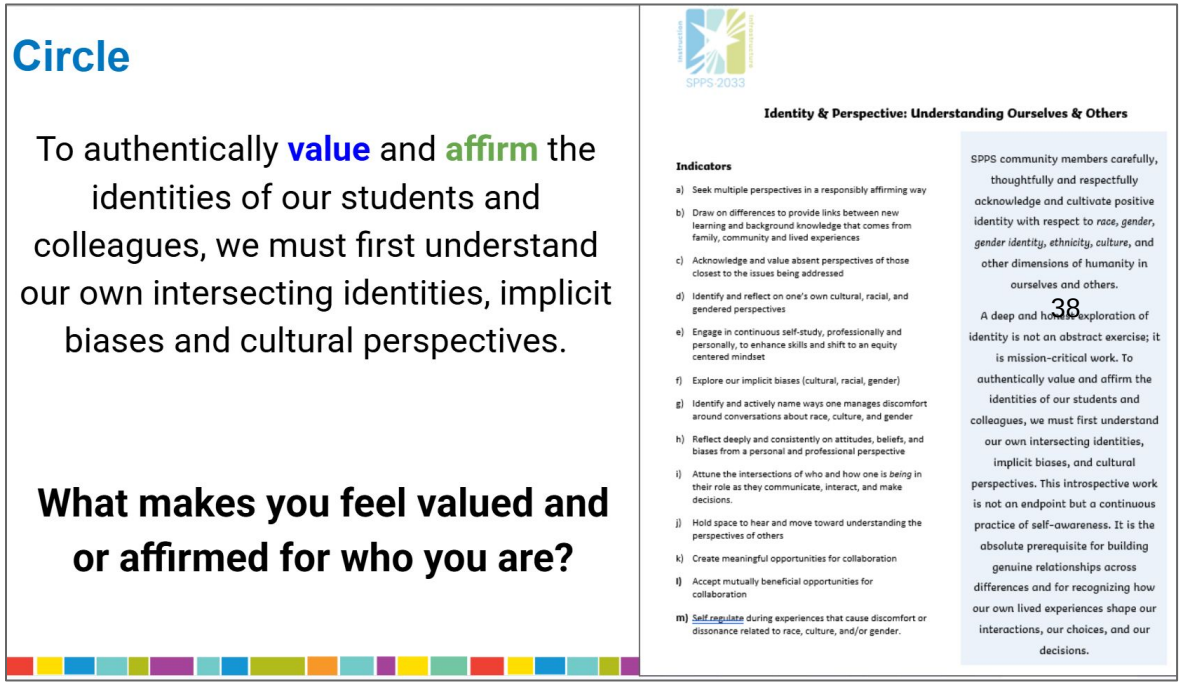
Equity Standards



- Guide scope and sequence of professional learning
- Create a focus on building capacity
- Answer the question: “What do members of our SPPS community need to know and/or be able to do with regard to equity?”
  - Know/Understand - bodies of knowledge
  - Do/Demonstrate - skill, will, capacity, courage

Equity Standards & SPPS 2033

- Embedded into circle of each meeting
- Anchored relationship-building



Circle

To authentically **value** and **affirm** the identities of our students and colleagues, we must first understand our own intersecting identities, implicit biases and cultural perspectives.

What makes you feel valued and or affirmed for who you are?

SPPS 2033

Identity & Perspective: Understanding Ourselves & Others

Indicators

a) Seek multiple perspectives in a responsibly affirming way

b) Draw on differences to provide links between new learning and background knowledge that comes from family, community and lived experiences

c) Acknowledge and value absent perspectives of those closest to the issues being addressed

d) Identify and reflect on one's own cultural, racial, and gendered perspectives

e) Engage in continuous self-study, professionally and personally, to enhance skills and shift to an equity centered mindset

f) Explore our implicit biases (cultural, racial, gender)

g) Identify and actively name ways one manages discomfort around conversations about race, culture, and gender

h) Reflect deeply and consistently on attitudes, beliefs, and biases from a personal and professional perspective

i) Attune the intersections of who and how one is *being* in their role as they communicate, interact, and make decisions.

j) Hold space to hear and move toward understanding the perspectives of others

k) Create meaningful opportunities for collaboration

l) Accept mutually beneficial opportunities for collaboration

m) Self-regulate during experiences that cause discomfort or dissonance related to race, culture, and/or gender.

SPPS community members carefully, thoughtfully and respectfully acknowledge and cultivate positive identity with respect to *race, gender, gender identity, ethnicity, culture,* and other dimensions of humanity in ourselves and others.

A deep and honest exploration of identity is not an abstract exercise; it is mission-critical work. To authentically value and affirm the identities of our students and colleagues, we must first understand our own intersecting identities, implicit biases, and cultural perspectives. This introspective work is not an endpoint but a continuous practice of self-awareness. It is the absolute prerequisite for building genuine relationships across differences and for recognizing how our own lived experiences shape our interactions, our choices, and our decisions.

38

Out for Equity



- Youth Pride
- Youth Summit
- Q Quest
- Name/Gender/Pronoun Change[39]

Professional Learning

Trainings	Capacity Building
• Foundational Training • New Educators	• Partnerships • Culturally Responsive Instruction Self Study

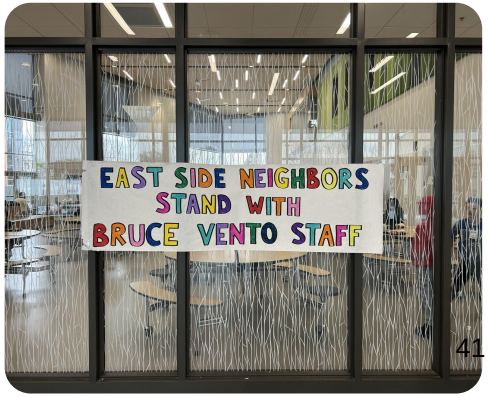
40

Building Capacity with Bruce Vento Elementary

“We’re not all equally vulnerable at all times.

The frequency… has much to do with our social identities and whatever social contexts we find ourselves in at any given time.”

Cobb & Krownapple, 2019





Youth Ambassadors: Student Equity & Leadership Development



- 25 youth participants
- Partnership with West St. Paul and South St. Paul
- 7 Saturday sessions
- *How can student leaders use collective healing and radical dreaming to create inclusive, transformative change in themselves and their communities?*

42

Youth Ambassadors: Feedback

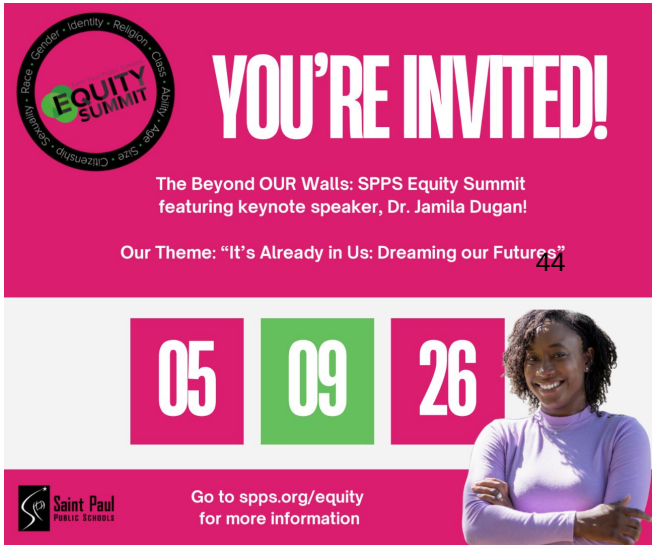
- “I feel like Youth Ambassadors is an amazing program for students where they don't feel heard at their schools. They have a chance to, like, finally be seen by staff. And that's why I love the facilitators so much.”
- “I think that's something that I always felt, the adults were there for you, like, they understand you, they would hear you.”
- "I've never really been in a group like this that really made sure all their students were heard. They try to understand or try to make a solution."
- “Presentation and communication were two things that I really, really learned.
- Presentations were kind of hard for me. Especially when you’re working with people you’ve never met before. Communication also came into that.”
- I think, for me, and my experience of being able to do it [the presentation], kind of made me realize that I have a voice that's bigger than just my school. I can actually impact other adults and even, like, other youth.”

43

Beyond Our Walls: Equity Summit

129 attendees

- Most respondents indicated breakout sessions increased their awareness of equity issues and were relevant to their work in equity.
- Two-thirds of respondents (64%) felt challenged.
- Two-thirds of respondents (64%) felt called to
- action.
- Over half of respondents (54%) are more confident having conversations about equity.



Thank You

45

Policy 409.00 - Travel Expense Reimbursement

Committee of the Board of Education Meeting
November 4, 2026

Daniel Moser, Executive Director of Financial Services

Policy 409.00 Travel Expenses

Current Policy:

1. Last revised 2008.

Policy Changes

1. Strike out the pervious first paragraph.

2. Added Policy Purpose: That it may be necessary for school district employees travel to conduct business on behalf of the distinct.

3. Added General Statement of Policy: The District 47 reimburses employees, board members, and authorized individuals for reasonable and necessary pre-approved travel expenses incurred on official district business, ensuring expenditures are cost-effective, transparent, accountable, and compliant with applicable laws and regulations

4. Section IV - Reimbursements: Strike out the third point - we do not have a travel advance fund. Travel is included in the school or department overall budget.

Policy 409.00 Travel Expenses

Current Policy:

1. Last revised 2008.

Policy Changes

5. Section V - Establishment of Travel Procedures: After Superintendent I added shall delegate.

6. Added a paragraph in Section V stating that prior to travel being approved, employees will receive the procedures and policy and that they will comply with the district policy and procedure.

48

Questions?

Action Requested

- Request the review of Policy 409.00: Travel Expense Reimbursement at the November 4, 2026 Committee of the Board meeting be considered the First Reading of the three reading process;
- and Per Policy 209.00, approval be through the consent agenda at the Regular Meeting of the Board on November 17, 2026, as no substantial changes have been made to the policy.

50

Policy 701.01 - Fund Balance

Committee of the Board of Education Meeting
November 4, 2026

Daniel Moser, Executive Director of Financial Services

Policy 701.01 Fund Balance

Current Policy:

1. Last reviewed in 2008.

Policy Changes

1. Added Policy Purpose: Fund balance policy establishes and maintains financial reserves to support fiscal stability, transparency, long-term planning, and compliance with legal and policy requirements.

2. Added General Statement of Policy: Fund balances represent a fund's available financial resources after liabilities are deducted from assets, serving as an indicator of financial health and reserve capacity, with classifications based on spending restrictions and constraints.

3. Added a Definition Section: Unassigned Fund Balance, Assigned Fund Balance, Assets, Liabilities, Revenue and Expense Budget Defined

Policy 701.01 Fund Balance

Current Policy:

1. Last reviewed in 2008.

Policy Changes

4. Updated Section four (4) Fund Balance:
   - Number Three (3)
     - After Superintendent added or designee
     - Strike out CEO and CFO
     - Added Senior Executive Leadership Team
   - Number Four (4)
     - Replaced Expenditure with Balance
   - Number Five (5)
     - Replaced Expenditure with Balance
     - After Superintendent added or designee

53

Questions?

54

Action Requested

- That policy 701.01 Fund Balance at the November 4, 2026 Committee of the Board meeting be considered the first reading of the three reading process and at the November 17, 2026 Board of Education meeting be considered the Second Reading of the three reading process.

55

Adopted: 1974 Saint Paul Public Schools Policy 409.00
Revised: 9/23/1975; 6/17/2008; **XX/XX/2025**

409.00 TRAVEL EXPENSE REIMBURSEMENT

~~The School District shall reimburse employees and school board members for travel expenses incurred while:~~

~~1. Representing the School District in an official capacity~~
~~2. Conducting School District business~~
~~3. Attending professional meetings.~~

I. POLICY PURPOSE

It may be necessary that St. Paul Public School (SPPS) district employees travel to conduct school business for a variety of reasons. This includes in-state and out-of-state travel. Employees must follow St. Paul Public School district policy, procedures and labor agreements to travel on SPPS business.

II. GENERAL STATEMENT OF POLICY

It is the policy of the St. Paul Public School district to reimburse employees, board members, and other authorized individuals for reasonable and necessary travel expenses incurred while conducting official district business. All travel must be pre-approved and conducted in a manner that is cost-effective and consistent with the district's mission, values, and fiscal responsibility. Reimbursement will be made in accordance with established procedures and guidelines to ensure transparency, accountability, and compliance with applicable laws and regulations.

III. AUTHORIZATION

All school district business expenses to be reimbursed shall be approved by the supervising administrator. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees and other reasonable and necessary school district business-related expenses.

IV. REIMBURSEMENT

1. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designed administrator. Receipts for lodging, commercial transportation, registration and other reasonable and necessary expenses must be attached to the reimbursement form.

2. Vehicle travel for employees and school board members shall be reimbursed at the mileage rate set by the school board. School Board members will not be reimbursed for local vehicle mileage to and from meetings. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
3. ~~An employee or a school board member may draw on the travel advance fund of the district to cover expenses for travel to conventions of conferences held outside of the metropolitan Twin Cities Area.~~

V. ESTABLISHMENT OF TRAVEL PROCEDURES

The Superintendent shall delegate the development of the travel procedures that detail the responsibilities of an employee or a school board member traveling on behalf of the district and the requirements for reimbursement and the timelines for submission of the reimbursement request.

Prior to travel being approved by the employee's supervisor, the employee will be presented with travel procedures and expectations, and provide a signature indicating they will comply with the above policy and travel procedure.

LEGAL REFERENCES:

Minn. Stat. §471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. No. 1035 (August 23, 1999)(Retreat Expenses)
Minn. Op. Atty. Gen. No. 161b-12 (August 4, 1997)(Transportation Expenses)
Minn. Op. Atty. Gen. No. 161b-12 (January 24, 1989)(Operating Expenses of Car)

CROSS REFERENCES:

None

Adopted: 3/17/1973 Saint Paul Public Schools Policy 701.01
Revised: 1974; 9/7/1982; 12/4/1984; 5/2/1995; 6/21/2008; 6/21/2011; 2/17/2015; **X/X/2025**

701.01 FUND BALANCE

I. POLICY PURPOSE

Formatted: Font color: Red

The purpose of a fund balance policy is to establish a framework for maintaining adequate financial reserves to ensure fiscal stability, continuity of operations, and responsiveness to unforeseen events. The key reasons for implementing a fund balance policy include:

- Financial Stability
- Transparency and Accountability
- Creditworthiness
- Long-Term Planning
- Legal and Policy Compliance

II. GENERAL STATEMENT OF POLICY

Fund balances represent the net resources available within the district's funds at a given point in time typically at the end of an audit period. They are calculated as the difference between fund assets and liabilities and are used to indicate the financial health and available reserves of each specific fund. Fund balances are classified into various categories based on the constraints placed on how the funds can be spent.

III. DEFINITION

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.

Assigned Fund Balance - The assigned fund balance is the portion of a governmental fund's fund balance that is intended for a specific purpose but has not been formally restricted or committed by external parties or board action.

Assets - These are resources owned or controlled by an organization that have economic value and can be used to provide future benefits.

Liabilities - These are financial obligations or debts that an organization owes to others and must pay in the future.

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

IV. FUND BALANCE

1. Portions of the fund balance shall be classified as non-spendable, restricted, committed, assigned or unassigned in accordance with Governmental Accounting Standards Board (GASB) Statement No. 54.

2. The Board of Education shall establish, modify, or rescind a committed fund balance prior to the last day of the fiscal year for which the commitment is made. The amount subject to the constraints of the commitment may be determined in the subsequent fiscal year.

3. The ~~School District employee serving in the role of the District's~~ Superintendent or designee, ~~Chief Executive Officer (CEO) or Chief Financial Officer (CFO) and~~ shall establish the specific purpose(s) of the assigned fund balance.

4. 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. If the unassigned general fund balance should fall below five percent (5%) of annual general fund expenditures within a given year or the next succeeding year, the Superintendent or designee shall alert the Board to the circumstances and recommend appropriate short-term actions to maintain the desired balance.

Formatted: Font color: Red, Strikethrough

Formatted: Font color: Red

Formatted: Font color: Red

Resolution in Support of a Pause on New Charter Schools

WHEREAS, the Saint Paul Public Schools (SPPS) Board of Education commissioned a fiscal analysis of the relationship between charter schools and SPPS, conducted by NorthStar Policy Action and published in 2026; and

WHEREAS, that analysis found that charter school enrollment in St. Paul grew from serving approximately one-in-thirteen public school students in 2001-02 to more than one-in-three in 2022-23, a nearly fivefold increase in charter enrollment accompanied by a decline of more than 12,000 students in SPPS enrollment over the same period; and

WHEREAS, the analysis further found that the number of Saint Paul resident students attending charter schools grew from just over 4,000 in 2001 to more than 14,000 by 2024, representing a sustained, decades-long movement of Saint Paul students away from district schools; and

WHEREAS, this enrollment decline has created significant fiscal externalities for SPPS, because school districts cannot reduce fixed costs including building maintenance, transportation infrastructure, and administrative operations at the same rate they lose students and funding; and

WHEREAS, the NorthStar Policy Action analysis estimates that the annual indirect fiscal externality imposed on SPPS by charter school growth ranges from $7.2 million to $17.7 million, depending on the rate of enrollment shift; and

WHEREAS, in addition to these indirect costs, charter schools have directly billed SPPS for services, primarily special education, totaling more than $125 million in nominal dollars since 2007-08, and reaching $13.6 million in fiscal year 2023-24 alone; and

WHEREAS, these combined direct and indirect costs represent a substantial and growing financial burden on SPPS that diminishes the resources available to educate the students who remain enrolled in district schools; and

WHEREAS, Saint Paul, like many urban districts across Minnesota and the nation, is experiencing a declining school-age population driven by falling birthrates, meaning the total number of students available to attend public schools is shrinking even as the number of schools competing to serve them continues to grow; and

WHEREAS, this dynamic creates an increasingly unsustainable landscape in which a growing number of schools, both district and charter, are serving a shrinking pool of students, driving down enrollment and per-school resources across the entire public education ecosystem; and

WHEREAS, a pause on new charter school authorizations within Saint Paul would therefore benefit not only SPPS but existing charter schools as well, by stabilizing enrollment across all

public schools and preventing a race to the bottom in which no school, district or charter, has sufficient students to operate effectively and efficiently; and

WHEREAS, the Board of Education is committed to fiscal sustainability, equitable resource allocation, and the long-term strength of public education for all Saint Paul children;

NOW, THEREFORE, BE IT RESOLVED that the Saint Paul Public Schools Board of Education hereby calls upon the Minnesota State Legislature to enact an indefinite pause on the authorization of new charter schools within the geographic boundaries of the City of Saint Paul; and

BE IT FURTHER RESOLVED that the Board of Education formally adds support for a charter school pause within Saint Paul to the SPPS Legislative Agenda, directing the district's lobbyist to actively advocate for this position; and

BE IT FURTHER RESOLVED that the Board of Education calls upon the Minnesota State Legislature to eliminate all provisions of state law that require school districts to bear financial obligations arising from the enrollment, transportation, or service needs of students attending charter schools and to reimburse school districts for all similar financial obligations required by federal law; and

BE IT FINALLY RESOLVED that the Board of Education requests that the Minnesota School Boards Association (MSBA) and the Association of Metropolitan School Districts (AMSD) formally adopt support for a charter school pause as part of their respective legislative platforms.