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

October 6, 2026
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
   - A. Superintendent's Announcements
   - B. iPad Usage
     1. Introduction
     2. Presentation 3
     3. Discussion
   - C. Staff Retention and Turnover
     1. Introduction
     2. Presentation 27
     3. Discussion
   - D. Facilities Portfolio Taskforce Update
     1. Introduction
     2. Presentation 46
     3. Discussion
   - E. Policy Update
     1. Introduction
     2. Presentation 57
        - a. Policy 302.00 - Superintendent Selection 120
        - b. Policy 720.00 - School District Budget 122
        - c. Policy 801.01 - Building & Grounds: Name Selection 127
        - d. Policy 405.00 - Personnel Records 129
        - e. Policy 408.06 - Employment Contracts: Outside Work 130
        - f. Policy 422.00 - Solicitation of Staff 132
        - g. Policy 609.00 - Religion 135
        - h. Policy 814.00 - Visitors to Schools 137
     3. Discussion
     4. Action
   - F. Superintendent Proposed 2026-2027 Goals

1. Introduction
2. Presentation 138
3. Discussion

3. **ADJOURNMENT**

#BoldSubject#

iPad Usage

District Relations

Board Initiated Goals Governance B.I.G.G

Saint Paul Public Schools

Committee of the Board Meeting

October 6, 2026

Purpose

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

“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[4] 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.”

Agenda

1:1 iPad Usage B.I.G.G. Goal - Mario McHenry, Executive Director of Technology Services

- Data usage, privacy, and internet filtering
- Itemized device costs and expenditures
- Itemized software, digital curriculum costs and expenditures
- Questions

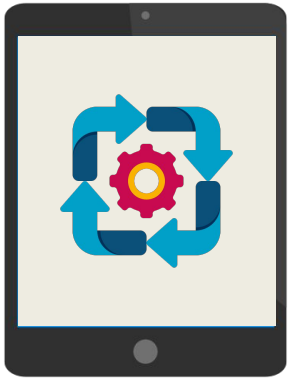
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Technology and Digital Curriculum Updates - Rachel Larson, Executive Director of Teaching & Learning

- iPad Program overview and learning experiences
- Back to School Updates/Adjustments
- Family Technology Resources & Reminders
- Staff Instructional Technology Updates & Resources
- Elementary Technology Use

In-Progress and Next Steps

1:1 iPad Overview



All KG - 12 students are assigned an iPad to assist with their learning. Elementary students' iPads stay in their classroom and are only sent home in specific circumstances, such as e-learning days. Secondary students carry their iPads from class to class and bring them home to complete assignments.

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Technology in Classrooms Enables:

- Student-centered, customizable and technology-enriched learning experiences to meet the diverse needs of all students.
- e-learning days and unexpected school closures
- Credit recovery, summer learning programs and virtual courses
- Simplified distribution and updates to district curriculum platforms
- Flexibility, minimized classroom disruption for district and state assessments

iPad Usage

Network Usage and Analytics

- Does not currently capture and quantify usage data reflective of iPad screen time
- Quantifiable usage metrics for iPads may be available this spring pending release of new filtering functionality (“Securely Reveal”)
- Must align with Minnesota Student Data Privacy Act HF2353.

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District Software Tools

- Login timestamps for student, staff and guardians
- Student iPad set up dates, Wifi timestamps, software version, apps downloaded, storage and battery, other technical data (JAMF)

Minnesota Student Data Privacy Act (Minn Stat. § 13.32)

Regulates how public schools and third-party technology providers handle student data and limits surveillance and monitoring of **school-issued devices**:

- **Ban on Accessing & Monitoring:** prohibits the electronic monitoring or accessing of a student's interactions with a device, e.g.: web-browsing activity or keystrokes.
    - *Monitoring is allowed under certain exceptions, such as when a device is reported lost/stolen, or if there is an imminent threat to life or safety.*
- **Commercial Data Restrictions:** Technology providers cannot sell, share, disseminate, or data-mine student educational records for commercial purposes
- **Subd. 14(b)(1) creates an exception when the monitoring:** (1) is for a "noncommercial educational purpose for instruction" and (2) advance notice is given.

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JAMF iPad Usage Data

Minnesota - based iOS Software, creates security and management policies for SPPS iPads and Macs

Reportable data:

- Student iPad set up date
- Last Wifi access date
- iOS version
- Installed apps
- Other technical data

E	F	G	H	I	J	K	L
	New enrolled students (w/in last 15 days)	Dropped students (w/in last 15 days)	School Enrollment (K-12)	Device Handout %	Destiny Checkout %	# 4th Lease JAMF enroll	# 4th Lease Destiny C/O
Data Updated 9/25	**See "campus data paste" tab for more details**		**32206**	**94%**	**75%**	**29991**	**25542**
Adams Elementary	0	0	674	92%	18%	620	118
Agape	0	0	29	86%	86%	25	25
ALC Gateway to College	14	0	96	96%	89%	92	85
American Indian Magnet	17	0	595	94%	39%	560	235
Barack and Michelle Obama Middle School	2	0	203	100%	99%	202	201
Barack and Michelle Obama Montessori	4	0	377	108%	81%	407	304
Battle Creek Elementary	5	0	384	90%	27%	345	104
Battle Creek Middle School	8	0	556	87%	86%	485	480
Benjamin E Mays Afrocentric Magnet	10	0	254	71%	30%	180	75
Bridge View	3	0	128	91%	80%	116	102
Bruce F Vento Elementary	7	0	395	96%	81%	378	320
Capitol Hill Magnet	1	0	1059	100%	86%	1057	912
Central Sr	13	0	1786	98%	98%	1746	1747
Chelsea Heights Elementary	0	0	265	99%	57%	262	151
Cherokee Heights Community School	13	0	234	92%	85%	215	198
Como Park Elementary	2	0	316	94%	91%	298	288
Como Park Sr	14	0	1120	94%	94%	1051	1058
Creative Arts Secondary School	11	0	472	72%	71%	339	334
Crossroads Montessori	5	0	173	102%	13%	177	23
Crossroads Science	9	0	187	93%	17%	173	32
Daytons Bluff	13	0	233	100%	93%	232	216
E-STEM Middle School	8	0	485	98%	93%	473	450
East African Magnet	5	0	316	77%	58%	244	182

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Data used to inform schools of iPad handout completion %

iPad Usage Data: Schoology (Grades 6-12)

Schoology User Logs

System administrator reports: user activity by date and time duration

Activity logs and usage by minute:

- Discussion posts
- Pages
- Assignments & Quizzes
- Activities



9/8 - 9/11

Grade	Students	Total Mins	Mins per Student	H:MM	Avg Mins	Avg Hrs Per Day
6-8	571	389,520	682	11:22	171	2:50
9-12	4,384	3,454,200	788	13:07	197	3:16
6-12	692	452,040	653	10:53	163	2:43
Total	5,647	4,295,760	761	12:40	190	3:10

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9/14 - 9/18

Grade	Students	Total Mins	Mins per Student	H:MM	Avg Mins	Avg Hrs Per Day
6-8	1,869	1,495,440	800	13:20	160	2:40
9-12	6,135	600,9480	980	16:19	196	3:15
6-12	1054	810,240	769	12:48	154	2:33
Total	9,058	8,315,160	918	15:17	184	3:03

*** 8am - 4pm, does not include any usage (apps, websites) outside Schoology*

iPad Usage Data: Seesaw (PreK-5)

Seesaw is a digital portfolio that allows students to access instructional materials and activities and submit work that demonstrates their learning to share with their teacher and family.



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	9/7 - 9/11	9/14 - 9/18	9/21 - 9/25
Students logged in	1,014	4,096	5,521
Family sign ins	2,744	3,309	3,648
Activities submitted	3,824	15,765	27,921
Multimodal tool usage	1,054	5,468	9,897

FY26-29 iPad Itemized Costs & Expenditures

iPads and related equipment costs		Cost	Quantity	Total	Annual
4 year iPad Lease Agreement (#25-5308, FY 26 - 29)				$18,026,100	$4,506,525
	10.9-inch iPad Wi-Fi 64GB	$324	38000	$12,312,000	$3,078,000
	Device Setup	$18	38000	$684,000	$171,000
	JAMF Device Licensing (4yrs)	$5	38000	$760,000	$190,000
	STM Folio Cases (elementary)	$42	16000	$671,200	$167,800
	Logitech Keyboard Cases (secondary + staff)	$110	22000	$2,418,900	$604,725
	JAMF Premium Support			$180,000	$45,000
	iPad Repair/breakage/loss			$1,000,000	$250,000
Elementary iPad charging carts (780) (#25-5282, FY 26 - 29)				$1,507,168	$376,792
Total Cost iPads + (Charging Carts) - ($2.3M resale)				**$17,233,268**	**$4,308,317**
	Resale of old devices (1x sale)			**$2,300,000**	**$575,000**
	Cost per student (total / 32,000)			**$539**	**$135**

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iPad Software & Digital Curriculum Itemized Costs and Expenditures

iPad Software & Digital Curriculum Itemized Costs and Expenditures	Total	Annual
Schoology (3 yr contract, #26-5713, FY 26-28)	$232,524	$77,508
Seesaw (3 yr contract, #25-5563, FY 26-28)	$269,013	$89,671
Respondus Lockdown Browser	$7,055	$7,055
Google for Education (3 yr contract, renews FY 27)	$577,518	$191,958
TurnitIn	$61,000	$61,000
SAVVAS (Grades 6 - 12, 10 year contract 2023 - 2033)	$3,860,000	$386,000
HMH (Grades K - 5, 10 year contract 2023 - 2033)	$5,709,939	$570,994
Quaver Music (K - 8)	$50,000	$50,000
Total Cost Educational Technology Subscriptions	**$10,767,049**	**$1,434,186**
Cost per student (total / 32,000)	**$336**	**$45**

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2026-27 Technology Updates: BOE 8/19/26

SPPS is responding to family and staff feedback about screen time, social-emotional effects of technology, and the continued need for hands-on learning.

New and updated family support information is available at spps.org/digital-support and spps.org/families.

YouTube/Apps

- Blocked on all elementary iPads at school
- Reviewing access for secondary
- Teachers can still show/ share approved videos
- All apps in Self Service reviewed for alignment to curriculum (spps.org/apps)

AI/Google

- AI/Gemini blocked for PreK-8 students
- Google search AI results in progress of being blocked
- Popular AI websites have been blocked since SY25-26
- Email disabled for grades PreK-3; limited to 35 recipients in grades 4-12

Cybersecurity

- Additional iPad security and restrictions enabled 14
- Digital citizenship and cybersecurity mini-lessons for all grades
- Securly app for managing student iPads at home

Questions Regarding…

- Data usage, privacy, and internet filtering
- Itemized device costs and expenditures
- Itemized software, digital curriculum costs and expenditures

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SPPS Digital Learning Philosophy: Purposeful, Active Engagement

Purpose over presence.

The device should act as an active learning tool (creation, targeted practice, and feedback) rather than a passive consumption device.

In the early grades, the focus is on developing foundational skills through multi-sensory engagement.

By upper elementary, the iPad shifts toward being a tool for research, collaboration, and applying complex concepts.

Every minute spent on a device needs to directly supports instructional goals, differentiation, or immediate feedback that screen-free methods cannot provide as efficiently.

Guidance for Intentional Technology Use

Critical Thinking

- Problem solving: Finding answers by testing ideas and looking at data.
- Analysis: Reviewing online facts and checking if sources are real.

Communication

- Sharing ideas: Using digital tools to talk, write, or present clearly.
- Active listening: Hearing and understanding feedback from others.

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Collaboration

- Teamwork: Working together on shared online documents or group projects.
- Shared goals: Splitting tasks based on each person's special skills.

Creativity

- Innovation: Making new things like videos, apps, or digital art.
- Fresh ideas: Finding new ways to fix old problems

More about the “4 C’s model of instructional technology integration”

Digital Learning Experiences in SPPS

Courses and Offerings

Virtual Courses
Indigenous & World Languages course offerings:

- Hmong
- Ojibwe
- Lakota
- Karen
- Japanese
- Somali

Asynchronous Courses
Seniors with significant scheduling challenges:

- PSEO
- Internship
- Career Pathway Center
- English 12
- U.S. Government
- Economics

Assessment and Learning

Assessment

- Minnesota Comprehensive Exams (MCA)
- Literacy Screeners & Progress Monitoring
  - K-8 FastBridge
  - 9-12 Capti
- Math Assessments
  - K-5 HMH
  - 6-8 Savvas

Assistive Technology
Learning supports specified within Individualized Instruction Plan (IEP)

e-Learning Days
Continuity of learning during unexpected school closures

Curriculum Resources

Curriculum Resources & Infrastructure
Digital resources support personalized instruction, future-ready skills, updated content:

- SeeSaw
- Schoology
- Quaver Music
- Savvas
- HMH Math
- SPPS Virtual Library
- Google for Education

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Technology Use: Preschool - Kindergarten

Preschool & Kindergarten Digital Curriculum Usage via iPad	
Classroom Cart	5 iPads
Minutes Per Week	10, Teacher Led
Minnesota Statute Sec. 124D.166	
The Rule: A child in a publicly funded preschool or kindergarten program **may not use an individual-use screen** (tablet, smartphone) without engagement from a teacher or other students. **Exceptions:** This restriction does not apply to students with an active IEP, 504 plan, or individualized family service plan where technology is an accommodation. **Potential and Pending:** K-5 screen time limits K-5	

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Technology Use: Elementary Average Daily Range

Elementary Digital Curriculum Usage via iPad	
Content Area	**Minutes Per Day** (standards-based digital resources use)
English Language Arts	**6-8**
Math	**20, 3 times per week**
Science	**5-10** (varies by day)
Social Studies	**0-10** (varies by day)
Visual Arts, Dance, Theatre	**0-5** (varies by rotation)
General Music	**0-20** (varies by rotation)
Daily Screen Time Limits	
K-2: 45 Minutes Maximum	
3-5: 60 Minutes Maximum	

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Technology Use: Middle School Daily Range

Middle School Digital Resource Usage via iPad	
Content Area	**Minutes Per Class Period**
English Language Arts	10-45 (collaborative book clubs, writing)
Math	10-45 (Savvas, adaptive skill practice,)
Science	10-30 (digital labs, contemporary content)
Social Studies	10-30 (virtual field trips, Kahoot!)
Health	0-30 (collaborative reports, presentations)
Visual Arts	0-20 (3D modeling, galleries, photo editor)
Media Arts	0-50 (coding, graphic design)
Choral, General, Instrumental Music	0-90 (MusicFirst performance, Modern Band)
Variability: 8 over 2 Block Schedule, 80 Minute Class Periods, Instructional Flow	
Daily Screen Time Guidelines: To be determined as part of the 2026-2027 B.I.G.G. goal.	

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Technology Use: High School Daily Range

High School Digital Resource Usage via iPad	
Content Area	**Minutes Per Class Period**
English Language Arts	10-70 (research, peer writing review)
Math	10-45 (data analysis, graphing)
Science	10-35 (digital notebook, virtual labs)
Social Studies	15-50 (research, content, discussion posts)
Health	0-30 (podcasts, specialized resources)
Critical Ethnic Studies	0-20 (digital whiteboards, current resources)
Electives	0-80 (digital software, creative production)
Variability: 8 over 2 Block Schedule, 80 Minute Class Periods, Instructional Flow	
Daily Screen Time Guidelines: To be determined as part of the 2026-2027 B.I.G.G. goal.	

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Instructional Use of Technology: Audit In-Progress for 2026-27

The Office of Teaching & Learning is conducting a K-12 audit of the intentional use of digital resources in teaching the Minnesota Academic Standards, including:

- Review of all iPad Apps and alignment with standards
- 6-12 screen time guidelines
- 6-12 YouTube restrictions
- Assessing use of digital resources provided in curriculum packages
- Collaborating with teachers on intentional technology skill development and expectations
- Professional development- active and creative use of technology, not passive
- Digital Citizenship Scope & Sequence

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2026-27 Summer & Fall Technology Focuses and Updates

Internal Digital Well-Being Work Group Actions

- Collaboration between leaders in OTL and Tech Services
- Enterprise Project Governance collaboration supporting implementation work of iPad and AI BIGG goals
- Collaboration with surrounding Metro districts around technology and AI use
  - MN Leadership Technology RoundTable Series
    - “Defining the Intentional Use of Technology”
- Partnership with ‘Intentional Technology St Paul’ parent advocacy group
- Determination of technology updates for school year 2026-27
- Creation and communication of updated guidance to teachers, staff, and schools
- Creation of updated and new Family Resources and Updated Supports

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Back to School Family Technology Resources & Reminders
Partnership with Intentional Technology Saint Paul

Redesigned Website Resources

Digital Parenting and Family Technology Support
SPPS is responding to family and staff feedback about screen time, social-emotional effects of technology, and the continued need for hands-on learning:

- YouTube is blocked on student iPads PreK-5. Secondary access is being reviewed this year.
- Additional student iPad security and restrictions are enabled to keep students safe and focused.
- Intentional technology classroom guidelines are shared and prioritized with teachers.

New Back to School Family Technology Flyer

In partnership with 'Tech Intentional Saint Paul' advocacy group:

- Stay Connected to Teachers, Grades and Homework
- Screen Time and Security
- *Securly Home* Parental Controls for School iPads
- Digital Citizenship
- Additional Support for Families
- Artificial Intelligence
- iPhone Loss and Damage

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In-Progress & Next Steps; iPad Usage BIGG Goal

Continued evaluation and information sharing of iPad Usage and Impact

- Technology Infrastructure
  - Usage metrics
  - Cost/Cost Savings if iPad usage
  - Further refinement of digital security features
- Academic impact & research
  - Socio-emotional effects; partnership with Office of School Supports
  - Further development of intentional instructional curricular guidance, in accordance with proposed MDE guidance and MN legislation
  - Development of screen time guidance for secondary schools
- Partnership and Collaboration
  - Collaboration with community stakeholders and Intentional Tech Saint Paul
  - Family-facing technology feedback form on Digital Parenting support website
  - Enhanced partnership with Metro districts and thought leaders
  - Partnership with MDE

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Saint Paul
Public Schools

Questions?

Staff Retention and Turnover

Lyle Dandridge
Retention Specialist, Human Resources

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Dawn Ransom
Director of Educator Development, Human Resources

Committee of the Board

Overview

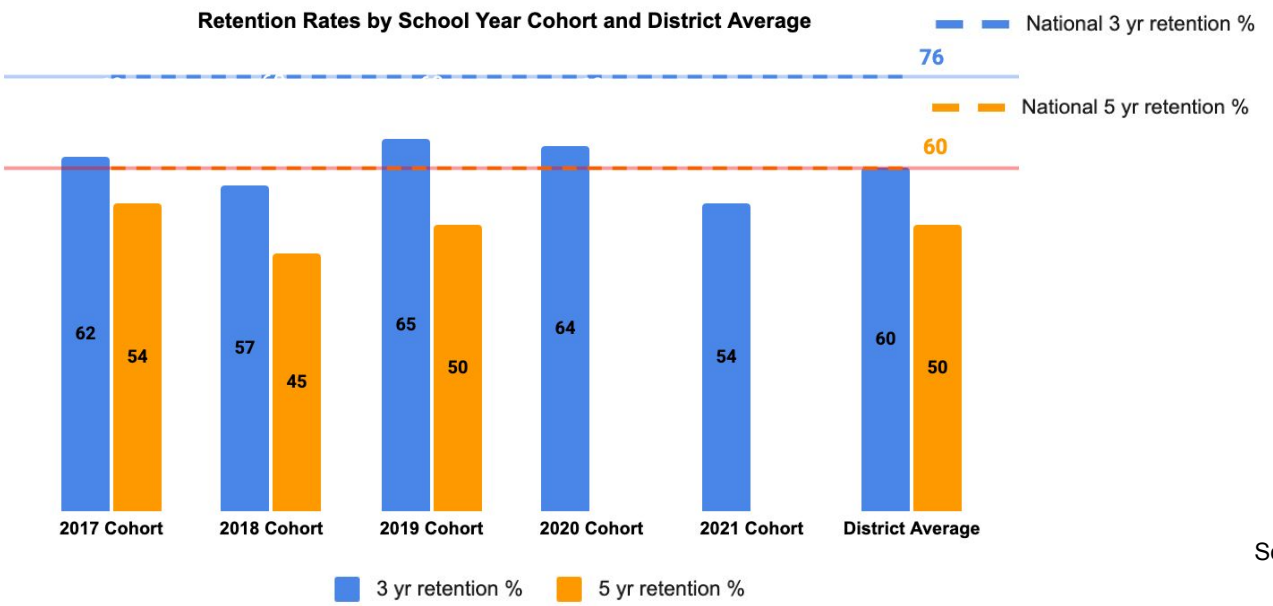
- Defining retention rates
- Licensed educator retention data
- Defining turnover rates
- Historical SPPS turnover data
  - Licensed educators
  - All staff
- Investigating staff retention and turnover
- Strategies to improve retention

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Defining Licensed Educator Retention Rates

- Retention refers to how long licensed educators are staying in the district (in any position).
  - Licensed educators refers to anyone in the Teacher Bargaining Unit 29
  - Cohort retention rates include licensed educators hired in a specific school year and their retention for the following school years
    - Calculated using the equation: (# of licensed educator departures ÷ # of licensed educators in the initial cohort) x 100

Licensed Educator Retention Rates



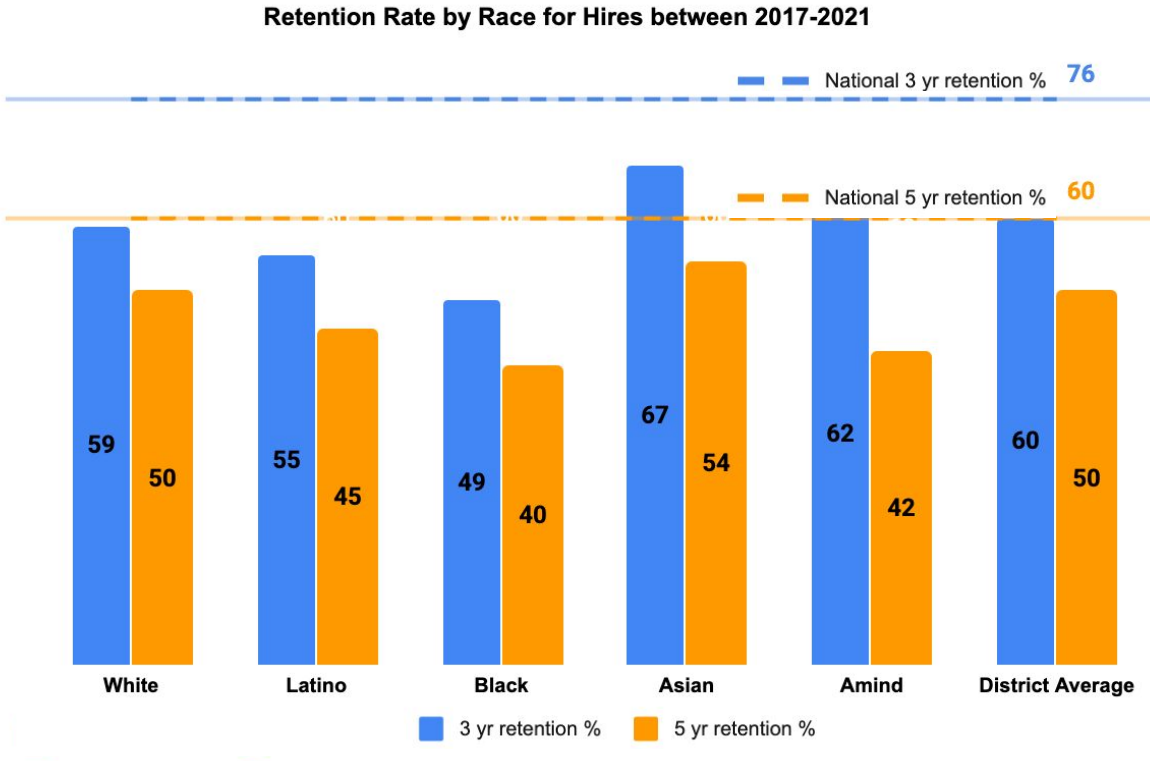
- District 3-yr average is 16% below the national 3-yr average
- District 5-yr average is 10% below the national 5-yr average

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Sources: National Center for Education Statistics, 2024

SPPS PeopleSoft Data

Licensed Educator Retention Rates by Race



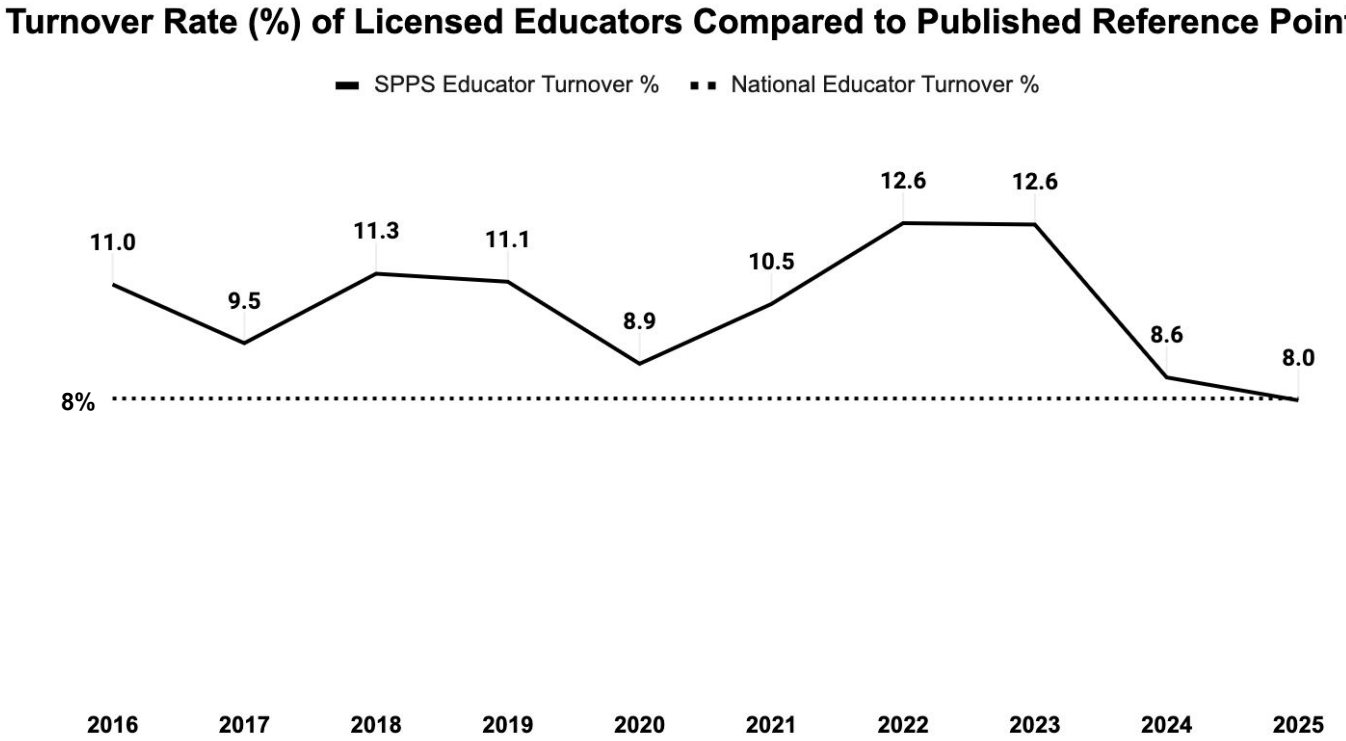
- Asian educator retention exceeds district average at 3 and 5 yrs
- Black and Latino educator retention falls below district average at 3 and 5 yrs
- American Indian educator retention exceeds district average at 3 yrs but falters at 5 yrs

Sources: National Center for Education Statistic, 2024 ; SPPS PeopleSoft Data

Defining Turnover Rates

- Turnover relates to any voluntary or involuntary departure from SPPS.
- **Turnover rate** for a specific period of time is calculated using the equation: (# of staff departures ÷ # of initial staff) x 100
  - Ex: SY18-19 (845 ÷ 6295) x 100 = 13.4% staff turnover rate

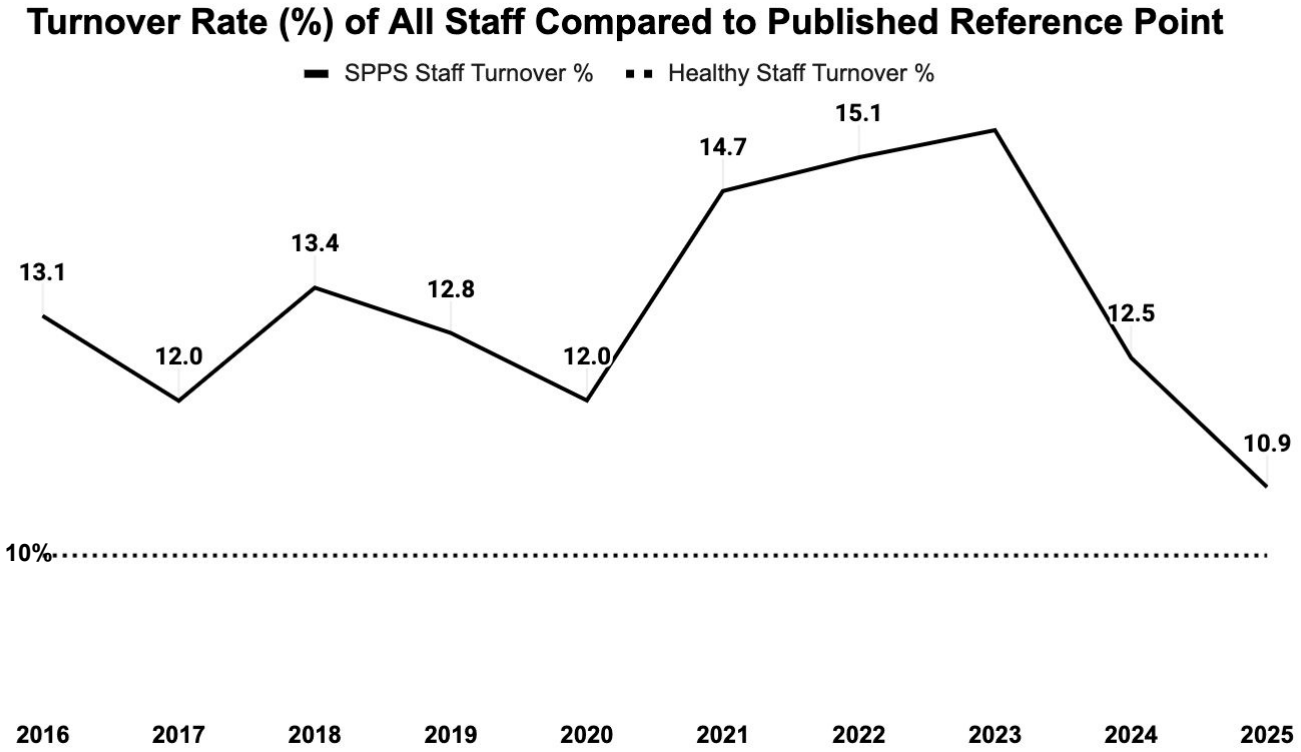
Historic Licensed Educator Turnover Rates



- Historical data shows SPPS licensed educator turnover consistently higher than the national average for teachers
- SY25-26 is the first year SPPS data coincides with the national average

Sources: National Center for Education Statistic, 2024 ; SPPS PeopleSoft Data

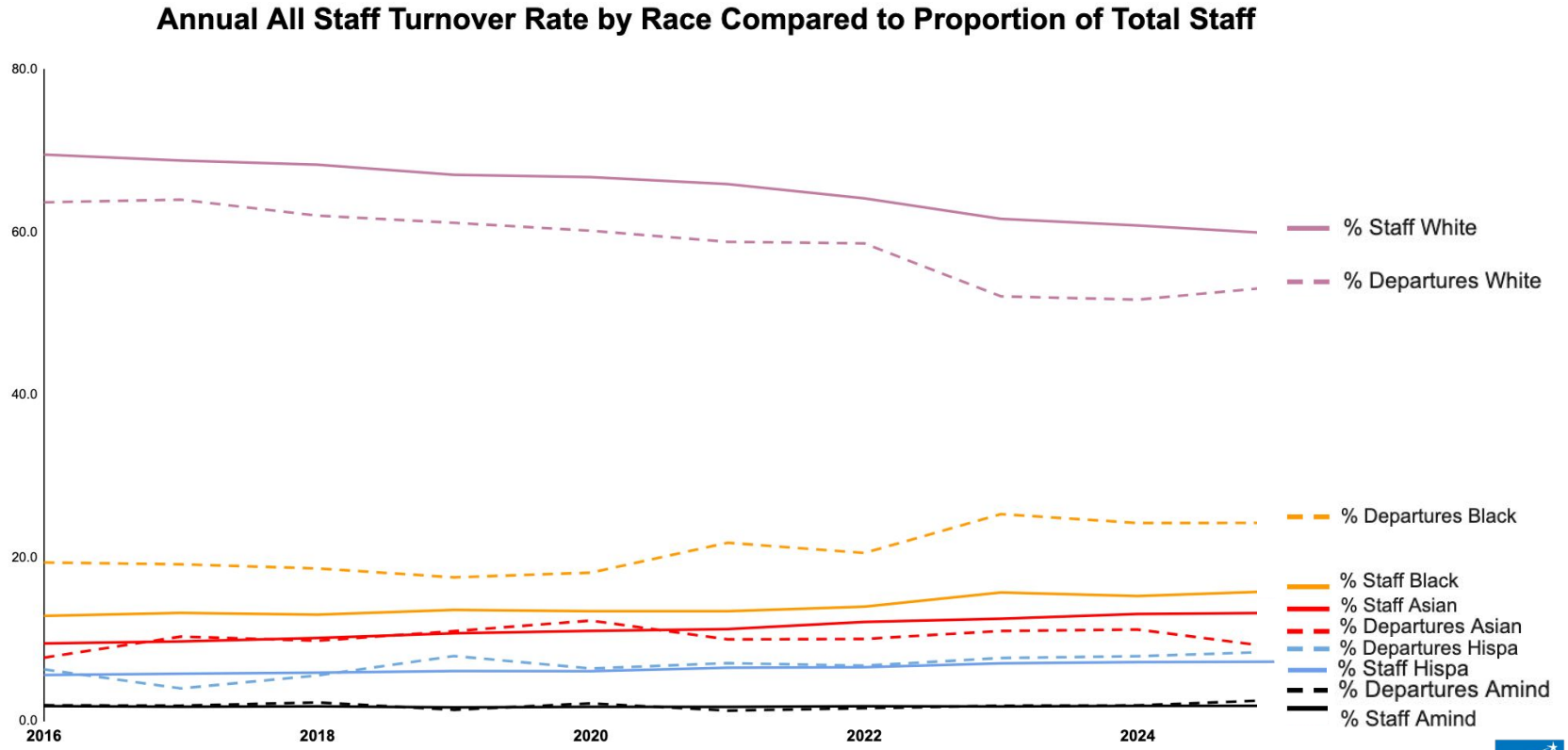
Historic All Staff Turnover Rates



- Historical data shows SPPS all staff turnover is consistently higher than widely used healthy staff turnover industry reference point [34]
- SY25-26 closest turnover rate to reference point

Sources: Corporate Navigators 2026; SPPS PeopleSoft Data

Historic All Staff Turnover Rates by Race



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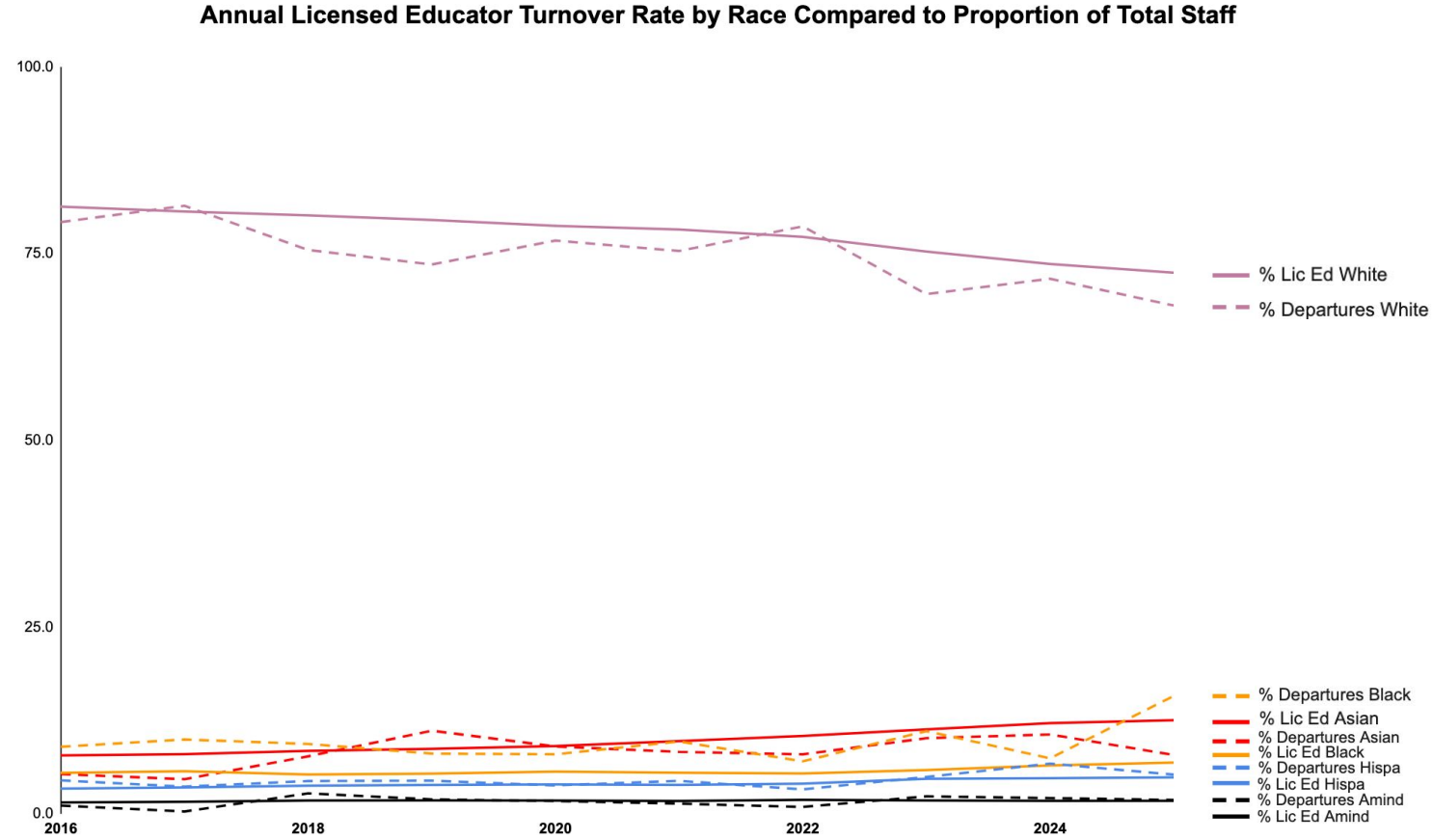
10-Year Average All Staff Turnover Rates by Race

Race	10-Year Avg % of Staff	10-Year Avg % of Departures	10-Year Average Disparity Gap	Representation Trend
Black Staff	14.07%	20.96%	**+6.89%**	**Overrepresented in Departures**
Hispanic Staff	6.40%	6.82%	**+0.42%**	**Slightly Overrepresented in Departures**
American Indian Staff	1.74%	1.84%	**+0.10%**	**Slightly Overrepresented in Departures**
Asian Staff	11.32%	10.23%	**-1.09%**	**Underrepresented in Departures**
White Staff	65.25%	58.53%	**-6.72%**	**Underrepresented in Departures**

- Black staff experience consistent overrepresentation along the 10-year span
  - This disparity gap is widening over time
- White staff experience consistent underrepresentation along the 10-year span
- Asian staff have begun to experience underrepresentation in recent years

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Race


Annual Licensed Educator Turnover Rate by Race Compared to Proportion of Total Staff
100.0
75.0
50.0
25.0
0.0
2016
2018
2020
2022
2024
% Lic Ed White
% Departures White
% Departures Black
% Lic Ed Asian
% Departures Asian
% Lic Ed Black
% Departures Hispa
% Lic Ed Hispa
% Departures Amind
% Lic Ed Amind

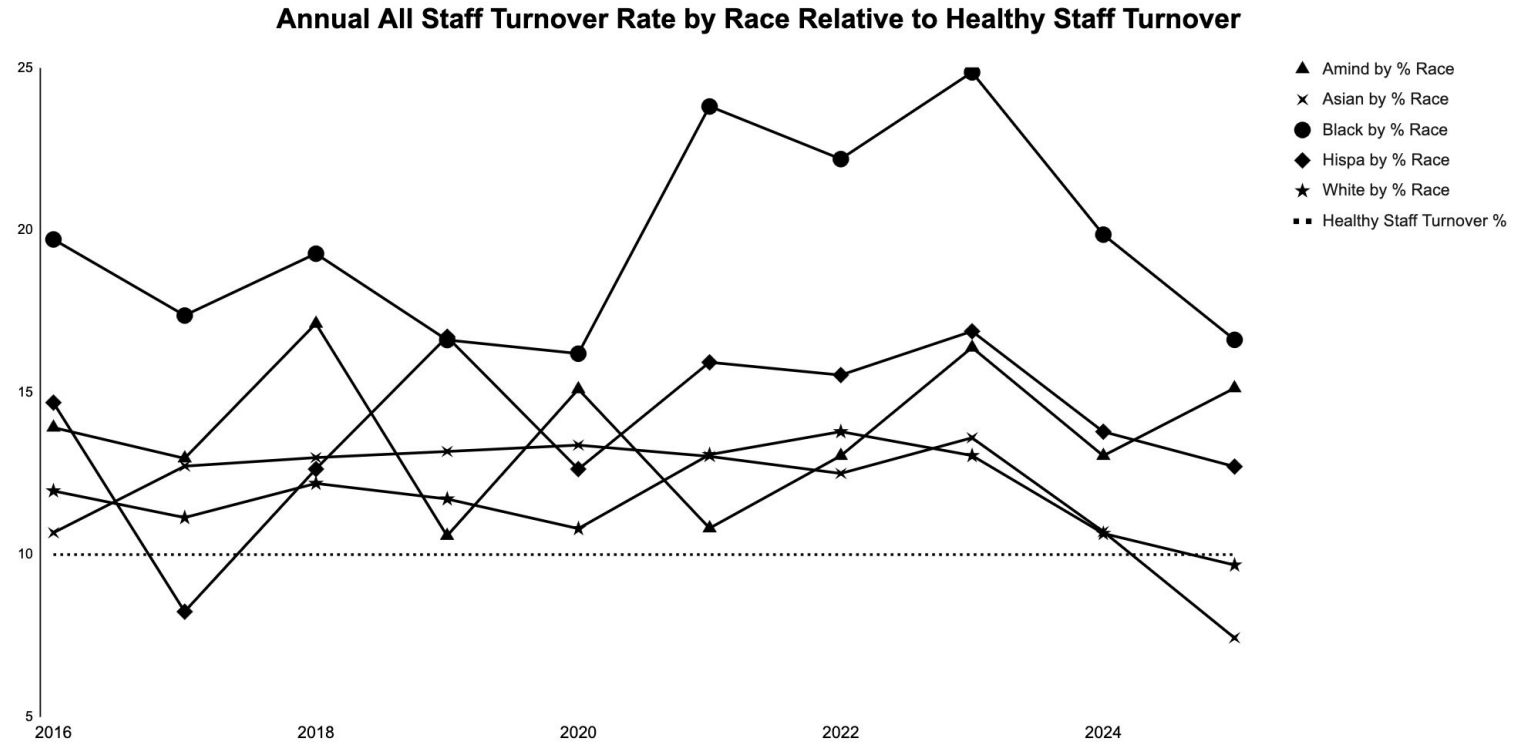
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10-Year Average Licensed Educator Turnover Rates by Race

Demographic Group	10-Year Avg % of Licensed Staff	10-Year Avg % of Licensed Departures	10-Year Average Disparity Gap	Representation Status
Black Licensed Staff	6.34%	8.91%	**+2.57%**	**Overrepresented in Departures**
American Indian Licensed Staff	1.59%	1.96%	**+0.37%**	**Slightly Overrepresented in Departures**
Hispanic Licensed Staff	5.47%	5.47%	**0.00%**	**Proportionally Represented**
Asian Licensed Staff	9.23%	8.14%	**-1.09%**	**Underrepresented in Departures**
White Licensed Staff	77.37%	74.69%	**-2.68%**	**Underrepresented in Departures**

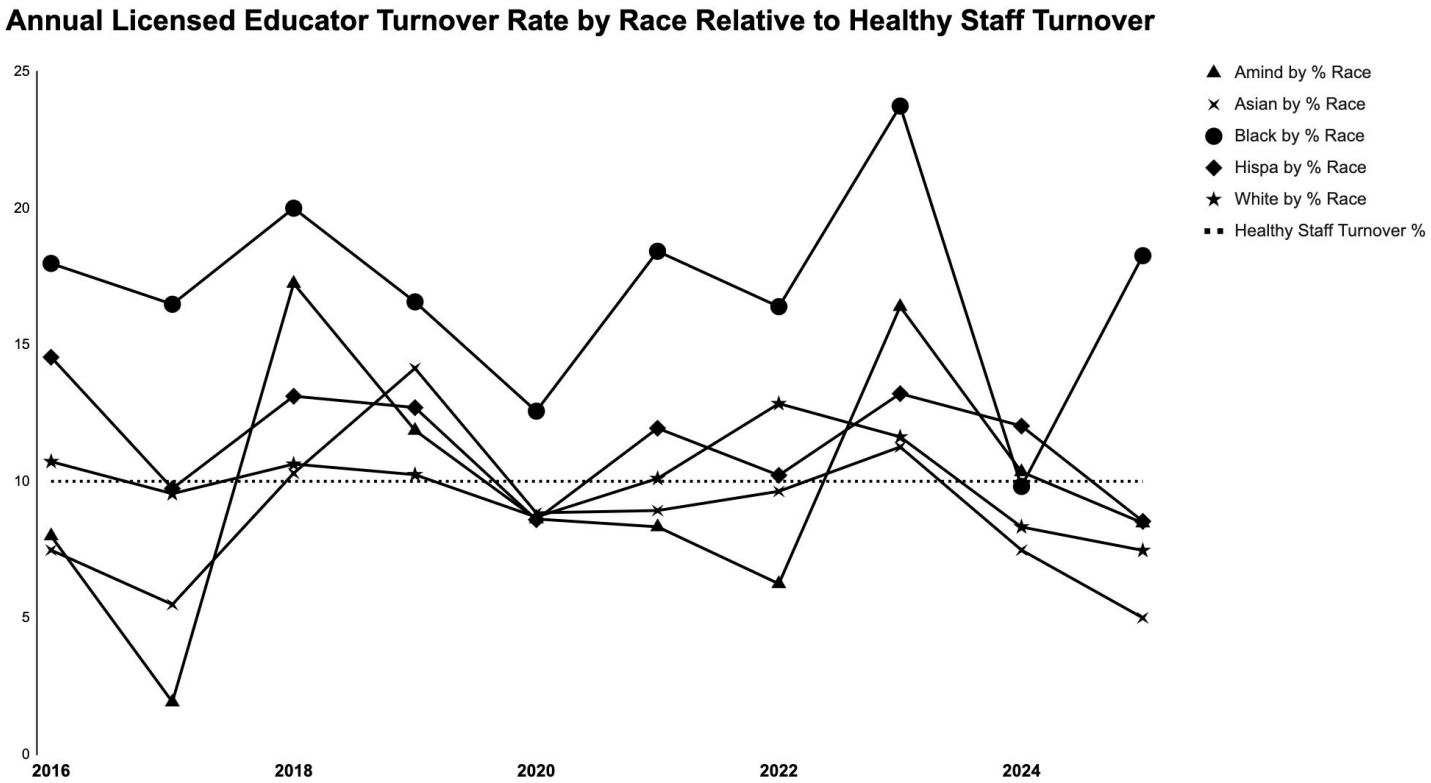
- Black licensed educators experience consistent overrepresentation along the 10-year span
- White licensed educators experience the greatest underrepresentation along the 10-year span
- Hispanic and Amind licensed educators representation is roughly proportionate over time

Annual Staff Turnover Rates Relative to Healthy Staff Turnover by Race



- Black staff consistently the furthest away from healthy turnover rate
- Asian staff recently trending towards healthy turnover rate

Annual Licensed Educator Turnover Rate Relative to Healthy Staff Turnover by Race



- Turnover for Black licensed educators consistently sits well above the healthy reference point
- Turnover for Asian and White licensed educators has stayed close to or below the healthy reference point for most of the decade

Investigating Staff Retention and Turnover

- Reasons for staff retention and turnover have been extensively investigated:
  - Retention Specialist 1:1 interviews with licensed educators over the past four years
  - PeopleSoft exit survey data analysis
  - Staff, family, student, community engagement for Dr. Stanley's 100 Day Report

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General Themes Regarding Staff Retention and Turnover

01

Culture & Climate

Unified and consistent district culture and climate where belonging is felt across every site

02

Resource Allocation

Equitable resource allocation based on site needs

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Supervisory Support

More and strengthened supervisory support

42

Educator Development Retention Strategies

Supporting New Educators	Supporting Educators of Color
-New Educator Week (NEW) orientation -Mentor Mentee Program -Educator Support Pathway coursework and collaboration	-SPPS/SPFE-sponsored racial affinity groups -Retention and Support Program for Educators of Color (RSPEC) pilot at 3 schools (grant funded) -Stay/Exit interviews -Coaching
Strengthening & Expanding District Systems	**Using Retention & Turnover Data for Continuous Improvement**
-PELSB licensing support -Clear and explicit educator evaluation rubrics with professional development -SPPS/SPFE-sponsored professional development days twice each year -Grow Your Own (GYO) programming	-Quarterly strategy meetings with Division of Schools -Targeted meetings with key departments, including Equity, OMLL, and Counseling -Internal HR Equity Team formation and partnership with the Office of Equity

43

SPPS 2033

Priority Area 2

Deliberate Inclusion

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

Key Topic #4

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 our commitment to belonging and dignity.

Benchmarks

- **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

44

Saint Paul
Public Schools

Questions?

45

Facilities Portfolio Analysis Update

Jackie Turner, Senior Executive Operations Officer

October 6, 2026- Committee of the Board

About the Taskforce

As outlined in the SPPS School Board Resolution

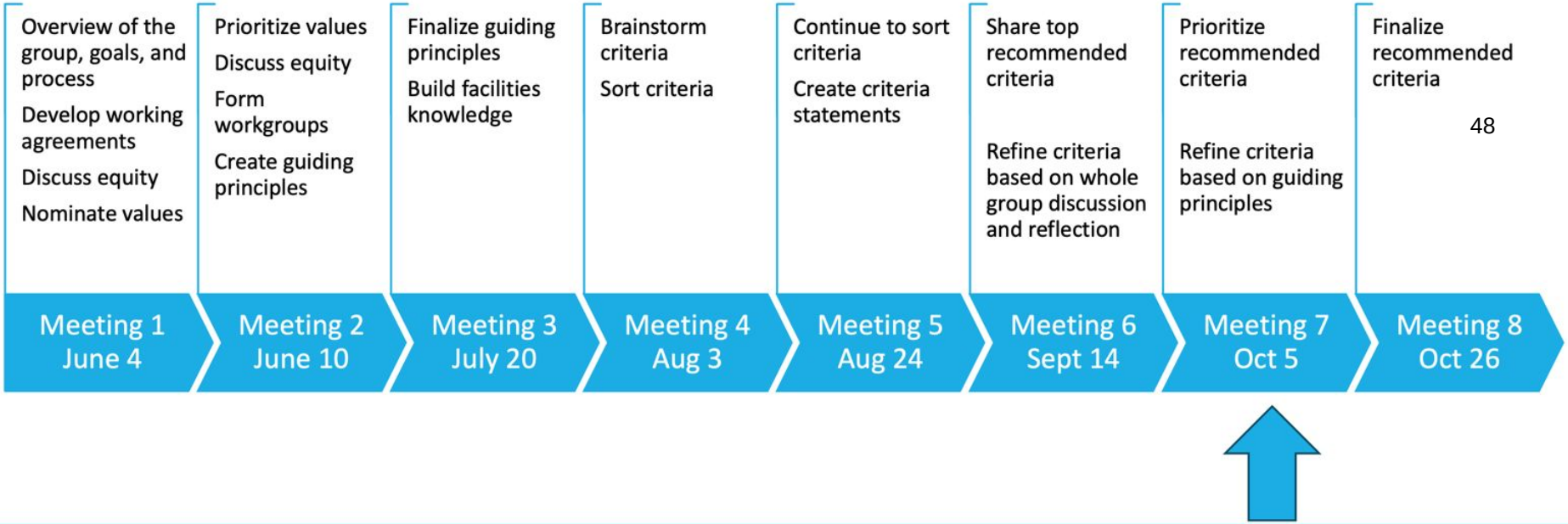
To ensure every student has access to an equitable and high-quality education, SPPS is beginning a **collaborative process to review our district buildings and create a long-term plan** that ensures our facilities are aligned with our academic programs and the number of students we serve.

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.

47

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

Planned process: Phase 1



Criteria Design Studio

A process to begin creating criteria

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

49

What are “criteria” statements?

- Full statements
- Each criteria statement should include the following
  - **Measurable**: You can count it, time it, or verify it with clear data.
  - **Specific**: It uses precise details rather than vague, open-ended words.
  - **Relevant**: It directly connects to the ultimate goal of the project.
  - **Achievable**: It sets a realistic standard that can actually be met.
  - **Understandable**: Every person on the team interprets the criteria the same way.
  - **Sensitive:** There is enough variability in this criteria to meaningfully sort or differentiate between buildings.

50

Achievement: Fostering academic success by taking action to increase student achievement through challenging and collaborative learning.

Communications: Engaging with sincerity and honesty by using language that can be understood by all.

Continuous Improvement: Pursuing excellence by identifying and strengthening what is working well and being flexible to change what is not.

Collaboration: Working together in a respectful manner that values and honors families, staff, students and the community.

Accountability: Holding ourselves to high standards for the outcomes of student achievement and operational, instructional and fiscal performance.

Inclusive Culture: Embracing each individual's culture, race, ethnicity, ability and identity.

Guiding Principles (taskforce)

- Ensure cultural humility and inclusion in decision-making to intentionally disrupt the historical marginalization of people
- Strive to be transparent and forthcoming
- Foster future growth and development
- Center innovation and creativity and pursue ideas that are different from historical perspectives

52

Review of categories

Characteristics of the buildings

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

Characteristics of the programming

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

Characteristics of the location

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

53

Facilities Portfolio Analysis Research

Data Teams

- Finance
- Achievement & Enrollment
- Qualitative
- Facilities

Programs & Bldgs

- ALC/Alternative Programs
- Community Schools
- Magnet Programs
- PreK
- Special Education
- Other District Bldgs

54

Taskforce process & timeline

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



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

Discussion

Policy Update

Committee of the Board
October 6, 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
- Policy 422.00 - Solicitation of Staff
- Policy 609.00 - Religion
- Policy 814.00 - Visitors to Schools

Policy 302.00 - Superintendent Selection

Committee of the Board

Carlo Franco, Director

Policy 302.00 - Superintendent Selection

RATIONALE FOR CHANGES

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

60

2. Has not been revised since 2008.

3. Align policy with most recent practice of our board's Superintendent selection process.

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.

61

In the updated policy, all this language will be striken 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 chief executive officer of Saint Paul Public Schools and execute the governance vision of the Board of Education. 62

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 chief executive officer of the school district and as an ex-officio, non-voting member of the Board of Education. 63
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.
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.

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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. 65
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

66

LEGAL REFERENCES:

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

Questions?

67

Recommendation

- Request the review of Policy 302.00 - Superintendent Selection at the October 6, 2026 Committee of the Board meeting be considered the First Reading.

68

- That the review of this policy at the October 20, 2026 Board of Education meeting will be considered the Second Reading.

Policy 720.00 - School District Budget

Committee of the Board

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

70

2. Add definitions

3. Language clean up

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

71

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 Budget[72] 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~~ budget~~s~~ ~~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

73

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.~~

74

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.

75

Policy 720.00 - School District Budget

DEFINITIONS

Budget Parameters: directions for specific items that either must be included in the budget or must not be included in the budget.

Fiscal Year: The SPPS Fiscal Year runs through July 1st through June 31st of each year

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

76

FTE's: 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?

77

Recommendation

- Request the review of Policy 720.00 - School District Budget at the October 6, 2026 Committee of the Board meeting be considered the First Reading.

78

- That the review of this policy at the October 20, 2026 Board of Education meeting will be considered the Second Reading.

Policy 801.01 - Building & Grounds: Name Selection

Committee of the Board

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.

80

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.
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.

81

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.

82

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 ~~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. 83

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.

84

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.

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.

85

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.

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

86

718.00 - Branding

Questions?

87

Recommendation

- Request the review of Policy 801.01 - Building & Grounds: Name Selection at the October 6, 2026 Committee of the Board meeting be considered the First Reading.

88

- That the review of this policy at the October 20, 2026 Board of Education meeting will be considered the Second Reading.

Policy 405.00 - Personnel Records

Committee of the Board

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. 90

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.

91

Questions?

92

Recommendation

- Request the review of Policy 405.00 - Personnel Records at the October 6, 2026 Committee of the Board meeting be considered the First Reading.

93

- That the review of this policy at the October 20, 2026 Board of Education meeting will be considered the Second Reading.

Policy 408.06 - Employment Contracts: Outside Work

Committee of the Board

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. 95

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.

96

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.

97

Questions?

98

Recommendation

- Request 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.

99

- That the review of this policy at the October 20, 2026 Board of Education meeting will be considered the Second Reading.

Policy 422.00 - Solicitation of Staff

Committee of the Board

Pat Pratt-Cook

Policy 422.00 - Solicitation of Staff

Current Policy:

Policy Changes

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.

101

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

Policy 422.00 - Solicitation of Staff

Current Policy:

Policy Changes

General Statement of Policy

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

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.

102

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.

Policy 422.00 - Solicitation of Staff

Current Policy:

Policy Changes

General Statement of Policy

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.

103

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:

Policy 422.00 - Solicitation of Staff

Current Policy:

Policy Changes

General Statement of Policy

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.

104

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:

Policy 422.00 - Solicitation of Staff

Current Policy:

Policy Changes

Registration

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. 105

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.

Policy 422.00 - Solicitation of Staff

Current Policy:

Policy Changes

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:

106

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.

Questions?

107

Recommendation

- Request the review of Policy 422.00 - Solicitation of Staff at the October 6, 2026 Committee of the Board meeting be considered the First Reading.

108

- Per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on October 20, 2026, as no substantive changes have been made.

Policy 609.00 - Religion

Committee of the Board

Pat Pratt-Cook

Policy 609.00 - Religion

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 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.

110

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.

Policy 609.00 - Religion

Current Policy:

Policy Changes

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.

111

Policy 609.00 - Religion

Current Policy:

Policy Changes

RESPONSIBILITY

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. 112

Questions?

113

Recommendation

- Request the review of Policy 609.00 - Religion at the October 6, 2026 Committee of the Board meeting be considered the First Reading.

114

- Per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on October 20, 2026, as no substantive changes have been made.

Policy 814.00 - Visitors to Schools

Committee of the Board

Laurie Olson, Director Security and Emergency Management

Policy 814.00 - Visitors to Schools

Current Policy:

For purposes of this policy, a visitor to a school shall mean a person other than a student enrolled or a staff member assigned at that school.

Purpose Statement

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 ~~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.

Policy 814.00 - Visitors to Schools

Current Policy:

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.

Expectations

Same language - moved for formatting

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.

117

Questions?

118

Recommendation

- Request the review of Policy 814.00 - Visitors to Schools at the October 6, 2026 Committee of the Board meeting be considered the First Reading.
- and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on October 20, 2026, as no substantive changes have been made.

119

Adopted: *1974* *Saint Paul Public Schools Policy* *302.00*
Revised: *6/17/2008*
xx/xx/2026

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. POLICY 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 chief 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 chief 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

I. PREMABLE

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.

II. 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.

III. 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.

IV. 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.

V. 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.~~

VI. 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.

VII. 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~~ budget~~s 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

~~VIII. 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.~~

IX. 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.

X. ADJUSTMENTS

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

XI. 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.

XII. 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.

XIII. 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.

XIV. DEFINITIONS

Budget Parameters: directions for specific items that either must be included in the budget or must not be included in the budget.

Fiscal Year: The SPPS Fiscal Year runs through July 1st through June 31st 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:

Policy 301.00	Board/Superintendent Relationship
Policy 701.01	Fund Balance

Adopted: *9/4/1990* *Saint Paul Public Schools Policy 801.01*
Revised: *6/ 17/ 2008,*
5/16/17,
xx/xx/26

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 ~~name 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

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

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:

Adopted: *1974* *Saint Paul Public Schools Policy* *422.00*
Revised: *9/8/1994*
10/1/1996
6/17/2008

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:

Adopted: *1974* *Saint Paul Public Schools Policy* *609.00*
Revised: *12/4/1984*
10/21/1997
6/17/2008
xx/xx/2026

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:

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:

To: Saint Paul Public Schools Board of Education,

I am pleased to present the Superintendent's Proposed District Goals for the 2026–2027 school year for your review and 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.