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

December 1, 2026
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
   - A. Superintendent's Announcements
   - B. Facilities Taskforce Update
     1. Introduction
     2. Presentation 3
     3. Discussion
   - C. Engagement Options for the School Board and Parent Advisory Councils: 2026 SEAC Report
     1. Introduction
     2. Presentation 12
     3. Discussion
3. **BREAK FOR PAY27 LEVY TRUTH IN TAXATION HEARING AT 6:00 P.M.**
4. **CONTINUATION OF AGENDA**
   - A. Policy Update
     1. Introduction
     2. Presentation 36
        - a. Policy 715.00 - Prevailing Wages 79
        - b. Policy 506.02 - Student Discipline: Suspension, Expulsion, and Exclusion 82
        - c. Policy 506.03 - Student Discipline: Suspension 87
        - d. Policy 506.05 - Law Enforcement Investigations 88
        - e. Policy 903.00 - Dangerous Weapons, Firearms 89
     3. Discussion
     4. Action
   - B. READ Act: Elementary Literacy Curriculum Selection
     1. Introduction
     2. Presentation 92
     3. Discussion

C. Farewell to Director Lowe

5. **ADJOURNMENT**

#BoldSubject#

Facilities Portfolio Analysis Update

Jackie Turner, Senior Executive Operations Officer
December 1, 2026, Committee of the Board

About the Facilities Portfolio Analysis

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.[4]

✓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.

Facilities Portfolio Analysis Process & Timeline

Phase 1 June-Oct 2026	Phase 2 Oct-Nov 2026	Phase 3 Dec 2026 – Jan 2027	Phase 4 Feb-May 2027	Phase 5 June - 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 in June. Board takes final action in August 2027



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

Engagement

Engagement Objectives

Objective 1

Align values to the criteria

- Collect feedback and comments from our community to determine whether the draft criteria align with the guiding principles created by the Facilities Portfolio Analysis task force.

Objective 2

Identify community priorities

- Determine which criteria and educational values hold the highest priority for families, staff and community members when evaluating school programs and facilities.

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Objective 3

Bring to light local concerns or neighborhood impacts we might have missed

- Uncover unaddressed neighborhood concerns, localized facility impacts, or equity considerations not captured during the initial Taskforce phase.

Engagement Plan

Phase 1 Spring 25 - Fall 26	Phase 2 Fall 26 - Spring 27	Phase 3 Winter - Spring 2027	Phase 4 Spring 2027	Phase 5 August 2027
• Facilities Portfolio Analysis Task Force	• Data Collection • Community Input	• Review feedback • Draft scenarios • Community input	• Revisions • Community Input	• Board of Education Vote
Students, Parents, Community Members, Community Partners, Board Members, District Staff, and Educators (represented by SPFE)	• Thought Exchange • Online Surveys • PAC Meetings • Joint Task Force Meeting • Community Feedback Sessions			

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Engagement Plan

Phase 6
SY27 - SY28

- Support and Implementation

School Year 2027–2028: Planning
School Year 2028–2029: Launch

Give families and staff time and resources to prepare for any approved school changes.

9

Yearlong transition support for families and staff before changes begin in 2028

Engagement Updates

- **Facilities Portfolio Analysis**
  - June 4 - October 26, 2026
- **Program Surveys**
  - November 16-29, 2026
- **Thought Exchange**
  - November 17-30, 2026
- **Joint Task Force Meeting**
  - January 11, 2027

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Discussion

Engagement Options for the School Board and Parent Advisory Councils: 2026 SEAC Report

December 1, 2026

Compiled & Prepared by: Jackie Kelly, SEAC District Liaison, Office of Family Engagement & Community Partnerships
Content Created by: SEAC PAC Members
Presenters SEAC Executive Members: Oanh Nguyen, Christina Nicholas, Joal Van Valin, Rachael Sewell
Brooke Johnson, District Liaison Jackie Kelly and Special Education Director Stacey Dahlby

SEAC REPORT 2025-2026

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Presented to the **SPPS Board of Education**

Tuesday, December 1, 2026

Agenda

01

Welcome & Introductions

Opening remarks and meeting attendee introductions

02

SEAC Report

Presentation of updates and recommendations from the council

03

Moving Forward

Key next steps and projected timeline

14

SEAC Executive Committee

Jacqueline Kelly

SEAC Representative

Special Education Advisory Council
Saint Paul Public Schools

Oanh Nguyen
Christina Nicholas
Joal Van Valin
Rachael Sewell
Brooke Johnson

SEAC Co-Chairs and Executive Members

Special Education Advisory Council
Saint Paul Public Schools

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How We Got Here: Parent Advisory Councils

01

District Authorized

Authorized directly by the **Office of Family Engagement and Partnerships**:

- **GSDPAC: Gender and Sexual Diversity Parent Advisory Council**
- **HPAC: Hmong Parent Advisory Council**
- **KPAC: Karen Parent Advisory Council**
- **PAASAC: Parents of African American Students Advisory Council**
- **SPAC: Somali Parent Advisory Council**

02

Legally Mandated

Operates under a specific legal framework to support Spanish-speaking students:

- **LCD PAC: Latino Consent Decree Parent Advisory Council**

(Authorized as a result of a legal settlement)

03

State Authorized

Mandated and governed by specific Minnesota state laws:

- **AI PAC: American Indian Parent Advisory Council**

(MN Statutes, sec. 124D.78)

04

Federally Authorized

Federal law IDEA requires each state to establish and maintain an advisory panel to provide guidance on the education of children with disabilities.

- **SEAC: Special Education Advisory Council**

(MN Statutes, sec. 125A.24)

What is SEAC and Why Does it Exist?

- SEAC is the Special Education Advisory Council
- Each school district must have a SEAC, per Minnesota law:

Sec. 8 Minnesota Statutes 2004, section 125A.24 (PACs)

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In order to increase the involvement of parents of children with disabilities in district policymaking and decision-making, school districts must have a special education advisory council that is incorporated into the district's special education system plan.

WHAT IS THE MISSION OF SEAC?

- SEAC works to make a difference in the lives and outcomes of students with disabilities by using our shared knowledge and experience to inform & educate each other.

- SEAC provides opportunities for parents, students, community members and educators to advise, learn, connect and collaborate to improve special education throughout the school district.

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SEAC MEMBERSHIP

Structure & Leadership

Parent Led

Guided by two co-chairs

STAFF LIAISON

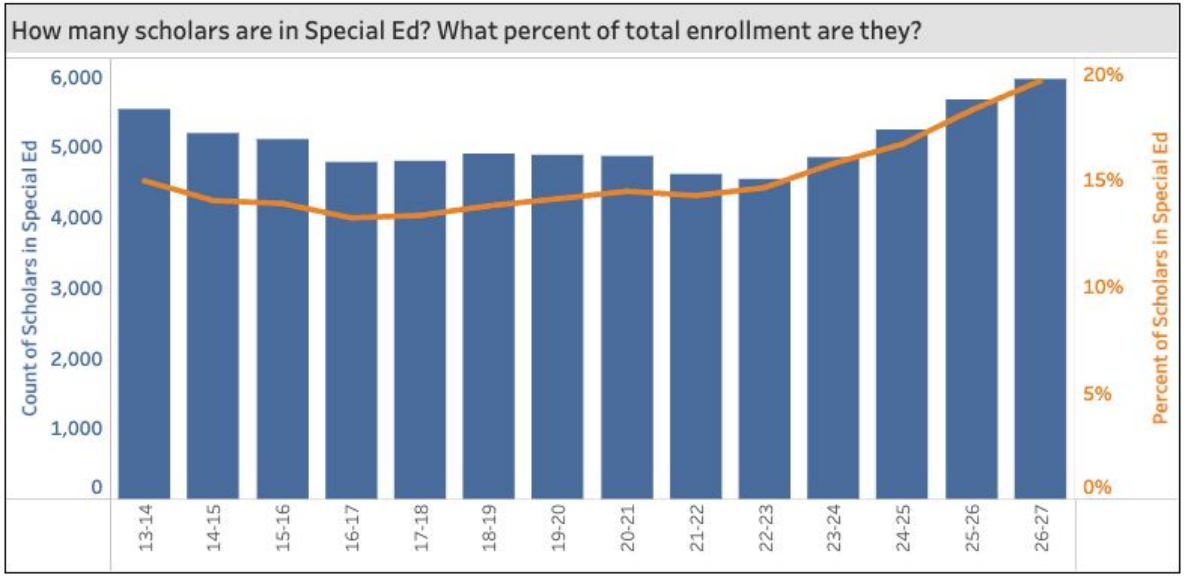
Jackie Kelly



14	4	7	18	6
Current SEAC Members	**New Members** in 2025-26	**Departing** Members 2025-26	**Average Meeting** Attendance	**SPPS Staff** Members

Enrollment Data

How many scholars are in Special Ed? What percent of total enrollment are they?



Table

	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26	26-27
Count of Scholars in Not in Special Ed	31,476	31,842	31,693	31,404	31,230	30,645	29,774	28,808	27,733	26,509	25,946	26,174	25,371	24,412
Count of Scholars in Special Ed	5,537	5,196	5,114	4,783	4,805	4,899	4,894	4,871	4,614	4,545	4,860	5,241	5,673	5,971
Percent of Scholars in Special Ed	15.0%	14.0%	13.9%	13.2%	13.3%	13.8%	14.1%	14.5%	14.3%	14.6%	15.8%	16.7%	18.3%	19.7%

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2025-2026 SEAC HIGHLIGHTS

Student Voice Panel

Hosted a panel of three students currently receiving special education

Leadership Q & A

Q & A with Superintendent Stanley

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Documentary Film Discussion

Watched and discussed the documentary film **Forget Me Not: Inclusion in the Classroom**

Inclusive Education & Engagement

Discussed family engagement, Unified programming, legislative action, assistive technology, and strategies for more inclusive schools

2025-2026 SEAC HIGHLIGHTS (CONT'D)



Capital Advocacy Day
Member Lisa Reiter attended Pacer Day at the Capital with Jackie Kelly

Strategic Planning
SEAC Members attended Strategic Plan feedback sessions and served on the Task Force 22

Handbook Review
Provided valuable feedback on the Parent Advisory Handbook

Family Support & Dialogue
Provided (as always) a place for families to learn, ask questions, share experiences, and provide feedback

2025-2026 SEAC RECAP: We met our 2025-26 goals

GOAL 1: CREATE HANDBOOK FOR FAMILIES NEW TO SPPS

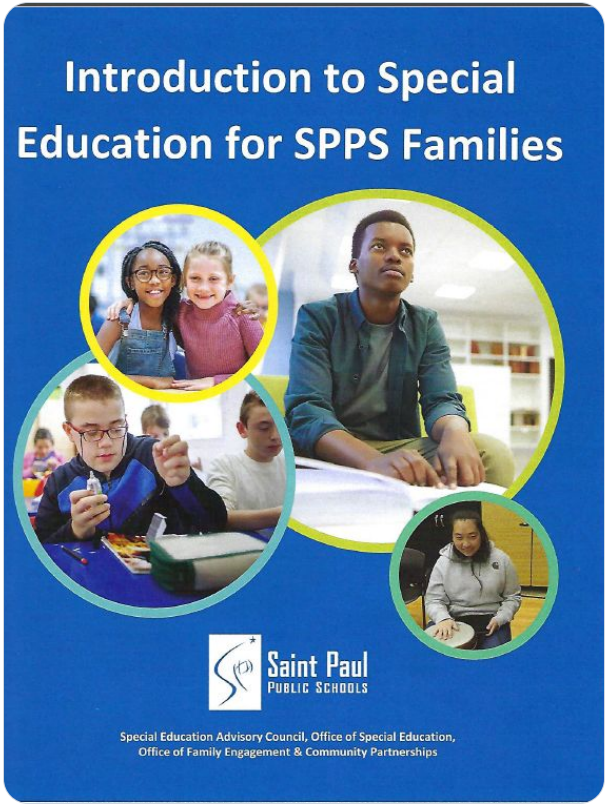
GOAL 2: INCLUDE GUESTS AND TOPICS OUTSIDE OF SPPS

GOAL 3: ALLOW MORE TIME FOR MEMBERS TO CONNECT

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GOAL 4: ASSISTIVE TECHNOLOGY FOR STUDENTS WITH IEPS

GOAL 1: CREATE HANDBOOK FOR FAMILIES NEW TO SPPS



Handbook Overview

"Introduction to Special Education for SPPS Families"
8-page handbook

Current Status

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Finished, translated, printed, and ready to go to families

Next Steps

Work with administrators to craft a welcome letter to accompany the brochure

GOAL 2: INCLUDE GUESTS AND TOPICS OUTSIDE OF SPPS

Guest presenters in 2025-2026 included:

Lutheran Social Service of Minnesota

Guardianship and supported decision-making

Saint Paul Public Library

Next Chapter Book Club, homework help, teen programs, Library Go, E-Books from OverDrive

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District & Community Connections

District guests with out-of-district connections: Legislative Liaison, community engagement, assistive technology

GOAL 3: ALLOW MORE TIME FOR MEMBERS TO CONNECT



Regular Forum Time

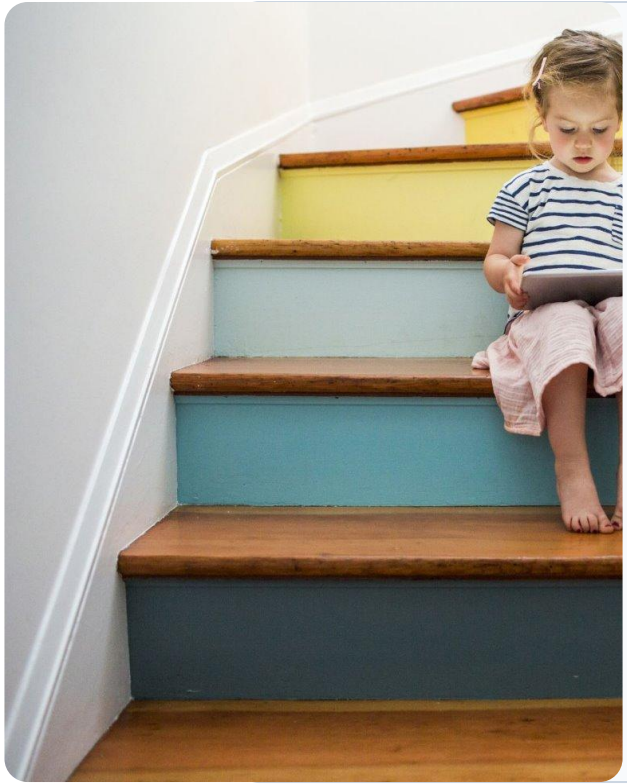
Most meetings did include 20-25 minutes of forum time to encourage open discussion and connection among members.

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Special Meeting Formats

Exceptions were made for the November meeting (film screening) and June meeting (student panel and Q & A).

GOAL 4: ASSISTIVE TECHNOLOGY FOR STUDENTS WITH IEPS



Presentation by Teresa Glass

Discussed the benefits of assistive technology for students who receive special education services:

- Accessibility through Assistive Technology
- Assistive technology for communication and completing classroom tasks
- Apps designed to help with emotional regulation

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Future Outlook

This topic may be continued in 2026-27.

UPDATES FROM THE SPECIAL EDUCATION DEPARTMENT

- Review of suspensions and dismissals of students receiving Special Education
- Mandatory CEIS (Coordinated Early Intervening Services), supports for Setting III programs
- Initiatives to expand Check and Connect and Problem Solving teams 28
- Role of Special Education supervisors and coaches
- Online learning and other SPPS responses to federal immigration activity

UPDATES FROM THE SPECIAL EDUCATION DEPARTMENT, CONT'D

- **Impact of SPPS November 2025 school referendum**
- **Updated Board Policy 508 Students With Individualized Education Programs (IEPS)**

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- **SPPS web content and mobile apps compliance with WCAG 2.1**
- **Strategic Plan Engagement**

SEAC RECOMMENDATION 1: COMMUNICATION & INCLUSION

Maintain transparent dialog and ensure students receiving special education services are integrated into the full school community:



1. Open Communication on Strategic Plan

As Strategic Plan sections related to special education and inclusion are developed and implemented we want to be at the table. SEAC, and all parents of students receiving special education services can and would like to provide valuable insight to the process. Include our voice in decisions, and partnering on solutions.

2. Deliberate Inclusion

Parents report Special Education often feels like a separate world within schools. SEAC emphasizes breaking down barriers so children are fully integrated into the broader school community. SEAC appreciates that the District is prioritizing deliberate inclusion.

SEAC RECOMMENDATION 2: INFORMATION PACKET

The Department of Special Education should send a comprehensive packet of information to the families of new Special Education students:

1. Welcome Letter

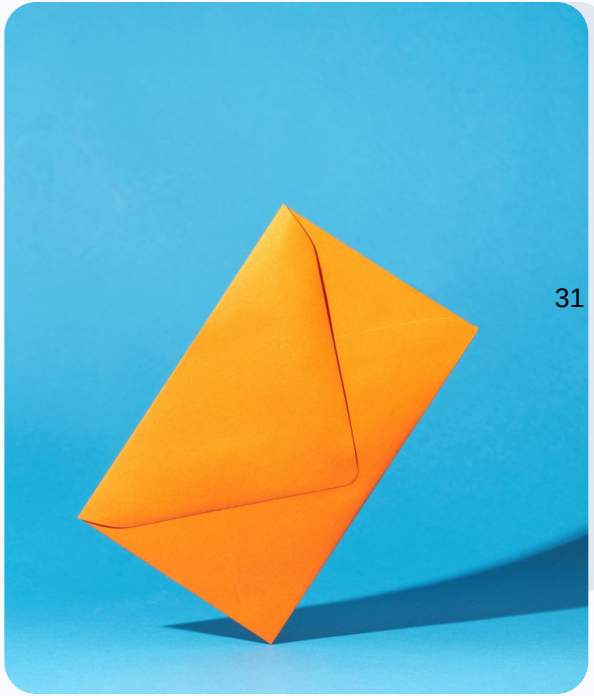
Formal welcome and introductory guidance for families joining Special Education.

2. SPPS Information Handbook

Handbook: “Introduction to Special Education for SPPS Families”

3. IEP Team Contacts

Direct contact information for the student’s designated IEP team members.



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SEAC RECOMMENDATION 3: TRAINING ON ASSISTIVE TECHNOLOGY

Provide staff with comprehensive professional development on assistive technology:

1. Assistive Tech Training Access

Training on assistive technology (such as AAC devices and iPad accessibility) available to staff teaching special education.

2. Inclusive Setting Support

Includes teachers with Fed Setting I and II students receiving special education in their classrooms.

3. Active Staff Communication

The availability of this assistive technology training should be clearly communicated to staff.



SEAC'S FUTURE GOALS

Goal #1- Get information out to families about IEP process including offering Parent Academy Special Education. How can we reach more families?

Goal #2- Hear from program directors about their plans. Especially as it relates to students receiving special education services.

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Goal #3- Learn about regulation strategies and promote support of regulation strategies consistently in all schools.

Goal #4- Be informed of funding sources and how they impact funding for General Education.

Goal #5- Expand Unified Schools Programming

Next Steps & Timeline: Departments/Programs

Departments and programs have a 90-day window following the Committee of the Board (COB) presentation to review SEAC recommendations and submit a formal response by March 1, 2027.

1. Review SEAC Recommendations

Dec 1, 2026 (Following COB)

Departments and programs review the specific Special Education Advisory Council (SEAC) recommendations assigned to their area.

2. Draft Formal Response

90-Day Window (Dec 1 – Mar 1)

Collaborate with your internal team to address each recommendation and prepare a formal written response.

3. Submit Final Document

On/Before Monday, Mar 1, 2027

Send the finalized written response to Pablo Matamoros and Jackie Kelly in the Office of Family Engagement.

Questions?



Policy Update

Committee of the Board
December 1, 2026

Saint Paul
Public Schools

Policy 715.00 – Prevailing Wages
Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion
Policy 506.03 – Student Discipline: Suspension
Policy 506.05 – Law Enforcement Investigations
Policy 903.00 – Dangerous Weapons, Firearms

Policy 715.00 – Prevailing Wage; Independent Contractorship

Committee of the Board

Kathy Wallace, Interim Director of Facilities

Policy 715.00 – Prevailing Wage; Independent Contractorship (1)

Current Policy:

- Adopted 4/18/1995.
- Last revised 6/17/2008
- Policy has transitioned to the new policy format, with Policy Purpose and Definitions added.
- MN Statute references have been expanded.

Policy Changes

Policy Purpose

It is in the public interest that Projects be constructed and maintained by the best means and highest quality of labor reasonably available and that persons working on Projects be compensated according to the real value of the services they perform. In agreement with State of Minnesota, District policy is that wages of laborers, workers, and mechanics on projects constructed on District sites should be comparable to wages paid for similar work in the community as a whole.

The purpose of this policy is to establish clear requirements for payment of workers on School District Construction Projects, to support compliance with Minnesota laws, fair competitive bidding, and local economic standards. Independent Contractorship distinctions are included to ensure that pay rates, legal rights, tax responsibilities and financial liabilities are established per policy and federal and state law.

Policy 715.00 – Prevailing Wage; Independent Contractorship (2)

Current Policy:

1. Persons employed directly on School District Construction Projects worksites by contractors or subcontractors of whatever tier shall be paid at least the prevailing wage rate, including the prevailing hours of labor overtime premium, in accordance with the provisions of Minn. Stat.s §§ 177.42 and 177.43 as may be amended from time to time.
2. District administrators shall implement this policy by preparing bid specifications and contract forms consistent with provisions of Minnesota law.

Policy Changes

General Statement of Policy

A. Prevailing Wage

1. Persons employed directly on School District Construction Projects worksites by contractors or subcontractors of whatever tier shall be paid at least the prevailing wage rate, including the prevailing hours of labor overtime premium, in accordance with the provisions of Minn. Stat.s §§ 177.42 and 177.43 as may be amended from time to time. 40
2. District administrators shall implement this policy by preparing bid specifications and contract forms consistent with provisions of Minnesota law.
3. Exceptions: This article does not apply to apprentices working on Projects under a registered Apprenticeship Program for work performed in their trade, except as they may be affected by their program agreements. A trainee and a helper are not exempt under this provision; the employer must assign the trainee or helper a job classification that is the same or most similar to the work being performed and compensate the trainee or helper for the actual work performed regardless of the trainee's or helper's skill.

Policy 715.00 – Prevailing Wage; Independent Contractorship (3)

Current Policy:

3. If pursuant to the appropriate specification sections, the contractor or any subcontractor proposes to subcontract any portion of the work to a self-employed subcontractor of whatever tier, then such written proposal must contain information sufficient for the owner and the contract administrator to determine to their satisfaction that the proposed self-employed subcontractor will perform the subcontracted work as a bona-fide independent contractor rather than as an employee of the contractor or subcontractor proposing the self-employed subcontractor. Any such proposal shall be submitted prior to commencement of work and shall be subject to approval by the owner and the contract administrator. In making their determination, the owner and contract administrator will apply the factors utilized by the Internal Revenue Service, the Minnesota Department of Revenue and the Minnesota Department of Labor and Industry .

Policy Changes

General Statement of Policy (continued)

B. Independent Subcontractors

1. If pursuant to the appropriate specification sections, the contractor or any subcontractor proposes to subcontract any portion of the work to a self employed subcontractor of whatever tier, then such written proposal must contain information sufficient for the owner and the contract administrator to determine to their satisfaction that the proposed self employed subcontractor will perform the subcontracted work as a bona fide independent contractor rather than as an employee of the contractor or subcontractor proposing the self-employed subcontractor.
2. Any such proposal shall be submitted prior to commencement of work and shall be subject to approval by the owner and the contract administrator. In making their determination, the owner and contract administrator will apply the factors utilized by the Internal Revenue Service, the Minnesota Department of Revenue and the Minnesota Department of Labor and Industry.

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Policy 715.00 – Prevailing Wage; Independent Contractorship (3)

Current Policy:

[No definitions]

Policy Changes

Definitions

APPRENTICESHIP PROGRAM means a bona fide apprenticeship program registered with the U.S. Department of Labor or recognized by a governmental agency of the State of Minnesota.

DISTRICT means Independent School District 625, also referred to as St. Paul Public Schools.

PREVAILING WAGE RATE shall have the meaning contained in Minnesota Statutes, Section 177.42, Subd. 6, as determined from time to time by the Minnesota Department of Labor and Industry for the area where the Project is located.

PREVAILING HOURS OF LABOR means the hours of labor per day and per week worked within the area by a larger number of workers of the same class than are employed within the area for any other number of hours per day and per week. The prevailing hours of labor may not be more than eight hours per day or more than 40 hours per week.

Policy 715.00 – Prevailing Wage; Independent Contractorship (3)

Current Policy:

[No definitions]

LEGAL REFERENCES:

Minn. Stat.. § 471.345, subd. 7
Minn. Stat. § 177.42
Minn. Stat.. § 177.42, subd. 6
Minn. Stat.. § 177.43

CROSS REFERENCES:

Policy Changes

Definitions, continued

PROJECT(S), CONSTRUCTION PROJECT(S) mean demolition, erection, construction, alteration, improvement, restoration, remodeling, or repairing of a District-owned building, structure, facility, land, or other public work, where the project is financed in whole or in part with District funds.

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Legal References

Minn. Stat.. § 471.345, subd. 7 UNIFORM MUNICIPAL CONTRACTING LAW, Minimum Labor Standards
Minn. Stat. § 177.42 DEFINITIONS
Minn. Stat.. § 177.42 DEFINITIONS, subd. 6 Prevailing Wage Rate
Minn. Stat.. § 177.43 CONTRACTS FOR STATE PROJECTS; PENALTIES
Minn. Stat. § 181.723 MISCLASSIFICATION OF CONSTRUCTION EMPLOYEES, subd. 4. Independent contractor

Cross References

Questions on 715.0 - Prevailing Wage; Independent Contractorship?

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Recommendation

(Policy 715.00 – Prevailing Wage)

- Request the review of Policy 715.0 – Prevailing Wage; Independent Contractorship at the December 19, 2026 Regular Board of Education meeting be considered the First Reading of the three-reading process; and

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- Per Policy 209.00, approval be through the consent agenda at the December 19, 2026 Regular Board of Education meeting, as no substantial changes have been made to the policy.

Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion

Committee of the Board

Nancy Páez, Assistant Superintendent

Stacey Dahlby, Executive Director of Specialized Services

Carita Green, Executive Director, College and Career Pathways and School Supports

Jessica Wikstrom, Deputy General Counsel

Kathy Kimani, Director, Office of School Support

Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion (1)

Current Policy:

- Adopted 1974
- Revised: 9/7/1982; 6/17/2008
- 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 discipline policy is to establish a fair, equitable, and supportive educational environment that fosters high student achievement through individual responsibility and mutual respect. Cultivating positive student behavior is a shared endeavor. The school community is dedicated to equipping every student with the knowledge, skills, and foundational support needed to thrive. By balancing clear accountability and positive behavior interventions with self-direction, the policy supports students in developing maturity, self-control, and respect for self, others, and property. This policy also strives to provide a consistent framework for administering corrective measures when necessary to maintain classroom decorum and safeguard the learning environment. This policy upholds the shared rights and responsibilities of all students in accordance with the Minnesota Pupil Fair Dismissal Act.

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Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion (1)

Current Policy:

Policy Changes

General Statement of Policy

The District strives to provide all students with a learning environment that fosters respect between peers, staff members, administrators, and SPPS facilities. Maintaining a productive educational environment requires that students act in an appropriate manner, and the District recognizes that clear expectations are the foundation that allow students the agency to make appropriate choices for themselves and develop in mature decision making and responsibility. The District, through the development of the Student Rights and Responsibilities Handbook, provides a roadmap for students, staff, and the community to understand behavior expectations and the interventions and/or discipline that will occur when students are unable or unwilling to meet those expectations.

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Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion (1)

Current Policy:

Policy Changes

General Statement of Policy, continued

The Student Rights and Responsibilities Handbook is reviewed by the District annually and approved by the Board of Education. It is referenced and incorporated throughout this policy. The Handbook details the District's written rules of conduct for students, a range of consequences for violation of the rules, and grounds and procedures for removal of a student from class, and the restorative practices to engage students in shared accountability. Students, staff, and parents are required to familiarize themselves with the Handbook on an annual basis, with the understanding that it serves as notice about the expectations and protocols when behavioral expectations are not met. Through application of support, interventions, and discipline, the District strives to build independent decision making capacity in each of our students while producing fair and equitable District-wide discipline outcomes, when necessary.

Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion (2)

Current Policy:

No definitions for policy were included

Policy Changes

II. Definitions

A. Exclusion: an action taken by the school board to prevent enrollment or reenrollment of a pupil for a period that shall not extend beyond the school year.

B. Expulsion: a school board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.

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C. Nonexclusionary disciplinary policies and practices; alternatives to pupil removal and dismissal: Policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion (3)

Current Policy:

No definitions for policy were included

Policy Changes

D. Suspension: an action by the school administration prohibiting a pupil from attending school for a violation of the rules as provided in the Student Rights and Responsibilities Handbook. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability.

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Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion (3)

Current Policy:

Policy Changes

IV. Full and Equitable Participation in Early Learning

A. Students enrolled in the following District programs cannot be subject to dismissals under the law or District policy:

1. A preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

2. Kindergarten through Grade 3.

B. Students in these categories *may* be dismissed from school for less than one school day in response to a safety concern or dysregulation that cannot be resolved through less disruptive means.

C. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion (3)

Current Policy:

Policy Changes

V. Suspension

A. A school administrator shall follow the Minnesota Pupil Fair Dismissal Act when suspending a student.

B. Students subject to suspension shall be permitted the opportunity to complete all school work assigned during the suspension period.

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Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion (3)

Current Policy:

A. The administration and the Board shall follow the Minnesota Pupil Fair Dismissal Act when considering the expulsion or exclusion of a student.

B. Only the Board shall have the authority to expel or exclude a student from school. The Superintendent shall, however, develop procedures to initiate, on the Board's behalf, the expulsion or exclusion of a student.

C. When a student has been proposed for expulsion, the school administrator must arrange for the provision of homebound or other appropriate alternative educational services for the student until a decision on the proposed expulsion has been finalized by the Board.

Policy Changes

(Addition of section title)

VI. Expulsion and Exclusion

A. The administration and the Board shall follow the Minnesota Pupil Fair Dismissal Act when considering the expulsion or exclusion of a student.

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B. Only the Board shall have the authority to expel or exclude a student from school. The Superintendent shall, however, develop procedures to initiate, on the Board's behalf, the expulsion or exclusion of a student.

C. When a student has been proposed for expulsion, the school administrator must arrange for the provision of homebound or other appropriate alternative educational services for the student until a decision on the proposed expulsion has been finalized by the Board.

Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion (3)

Current Policy:

Policy Changes

VII. Alternative Education Services

Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes, section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.

Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion (3)

Current Policy:

Policy Changes

VIII. Students with a Disability; Special Provisions

A. Students with disabilities may be suspended for violation of school rules in accordance with the SPPS Student Rights and Responsibilities Handbook and state and federal law.

B. The District may unilaterally place a student with a disability under IDEA or Section 504 in an alternative educational setting for up to forty five (45) school days if the student:

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i. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function;

ii. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

iii. Inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion (3)

Current Policy:

Policy Changes

C. District-provided transportation is a right for students with special education transportation services in their Individual Education Plan. If a student receiving special education transportation is unable to make it to school due to losing bus privileges in response to a behavior violation, the student's absence must be recorded as a suspension.

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Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion (3)

Current Legal References:

LEGAL REFERENCES :

Minn. Stat. §§ 121A.40 to 121A.56

Legal Reference Changes:

Minn. Stat. §§ 121A.40 to 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575
Minn. Rules Part 7470.1600
34 CFR § 300.530(g)
20 U.S.C. § 1415

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CROSS REFERENCES :

903.00 DANGEROUS WEAPONS, FIREARMS

Questions for Policy 506.02 – Student Discipline: Suspension, Expulsion, [59] and Exclusion?

Recommendation

(Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion)

- Request the review of Policy 506.02 – Student Discipline: Suspension, Expulsion, and Exclusion at the December 1, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and

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- That the review of this policy at the December 15, 2026 Regular Meeting will be considered the Second Reading

Rescission of Policy 506.03 – Student Discipline: Suspension

Committee of the Board

Nancy Páez, Assistant Superintendent

Stacey Dahlby, Executive Director of Specialized Services

Carita Green, Executive Director, College and Career Pathways and School Supports

Jessica Wikstrom, Deputy General Counsel

Kathy Kimani, Director, Office of School Support

Policy 506.03 – Student Discipline: Suspension (1)

Current Policy:

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

Policy Changes

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Policy 506.03 – Student Discipline: Suspension (2)

Current Policy:

506.03 STUDENT DISCIPLINE: SUSPENSION

1. A school administrator shall follow the Minnesota Pupil Fair Dismissal Act when suspending a student.
2. Administration shall provide a semi-annual Suspensions Tracking Report, disaggregated by race/ethnicity, gender, income status, special education and English language learner designation.

LEGAL REFERENCES:

Minn. Stat. §§ 121A.40 to 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575

CROSS REFERENCES:

Policy Changes

~~**506.03 STUDENT DISCIPLINE: SUSPENSION**~~

~~1. A school administrator shall follow the Minnesota Pupil Fair Dismissal Act when suspending a student.~~
~~2. Administration shall provide a semi-annual Suspensions Tracking Report, disaggregated by race/ethnicity, gender, income status, special education and English language learner designation.~~

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~~**LEGAL REFERENCES**:~~

~~Minn. Stat. §§ 121A.40 to 121A.56 (Pupil Fair Dismissal Act)~~
~~Minn. Stat. § 121A.575~~

~~**CROSS REFERENCES**:~~

Questions for Policy 506.03 – Student Discipline: Suspension?

64

Recommendation

(Policy 506.03 – Student Discipline: Suspension)

- Request the review of the proposed rescission of Policy 506.03 – Student Discipline: Suspension at the December 1, 2026 Committee of the Board meeting be considered the First Reading of the three-reading process; and

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Policy 506.05 – Law Enforcement Investigation

Committee of the Board

Laurie Olson, Director, Security & Emergency Management

Marcus Sullivan, Assistant Director of Security & Emergency Management

Jessica Wikstrom, Deputy General Counsel

Policy 506.05 – Law Enforcement Investigation (1)

Current Policy:

- Adopted June 17, 2008.
- Policy has transitioned to the new policy format.
- Purpose statement has been added
- Added “or designee”

Policy Changes

Policy Purpose

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

General Statement of Policy

The Superintendent, or designee, shall develop procedures governing the interviewing and interrogation of students while on school property by law enforcement officers and other agents performing law enforcement functions. Representatives of private concerns, such as private detectives and attorneys, shall not be permitted to interview students while on school property.

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Questions for Policy 506.05 – Law Enforcement Investigation?

68

Recommendation

(Policy 506.05 – Law Enforcement Investigation)

- Request the review of Policy 506.05 – Law Enforcement Investigation at the December 1, 2026 Committee of the Board Board of Education meeting be considered the First Reading of the three-reading process; and

- Per Policy 209.00, approval be through the consent agenda at the December 15, 2026 Board of Education meeting, as no substantial changes have been made to the policy.

Policy 903.00 – Dangerous Weapons, Firearms

Committee of the Board

Laurie Olson, Director, Security & Emergency Management

Marcus Sullivan, Assistant Director of Security & Emergency Management

Jessica Wikstrom, Deputy General Counsel

Policy 903.00 – Dangerous Weapons, Firearms (1)

Current Policy:

- Last revision: June 17, 2008. Updating to the new policy format. Added policy purpose

GENERAL STATEMENT OF POLICY

~~No person shall possess, carry, use, keep, store or distribute a dangerous weapon, firearm, or pistol when in a school location. The school district will take appropriate action against any person who violates this policy. Appropriate action includes, but is not limited to, ordering the person to leave the school location, notification of the police, and disciplinary action.~~

Policy Changes

POLICY PURPOSE

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

GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location, except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

A school administrator must refer to the Security and Emergency Management department and the Saint Paul Police Department ~~police~~ any student who brings a firearm to school unlawfully. The District may ~~school board must~~ expel a student for a period of at least one year who is determined to have brought a firearm, as defined by federal law, to school. The District ~~school board~~ may modify this requirement on a case-by-case basis.

Policy 903.00 – Dangerous Weapons, Firearms (2)

Current Policy:

III. DEFINITIONS

"Dangerous weapon" means

- Any firearm, whether loaded or unloaded
- Any device or instrument designed as a weapon and capable of producing death or great bodily harm.
- Any device modified so that it may be used as a weapon and capable of producing death or great bodily harm
- Any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm
- ~~Any firearm? that is used to produce death or great bodily harm~~
- ~~Any replica firearm, BB gun, or pellet gun.~~

Policy Changes

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Policy 903.00 – Dangerous Weapons, Firearms (2)

Current Policy:

III. DEFINITIONS

A "firearm" includes a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or force of combustion.

"School Location" includes any school district building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

"Possess" includes having a dangerous weapon on one's person or in an area subject to one's control in a school location.

Policy Changes

Addition of:

A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns/tasers; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

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Policy 903.00 – Dangerous Weapons, Firearms (3)

Current Policy:

Policy Changes

IV. MANDATORY REPORTING TO STATE AGENCIES

1. **The school district must electronically report to the Commissioner of the Minnesota Department of Education incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.** 74

2. **The school district must electronically file an after-action review report for active shooter incidents and active shooter threats to the Minnesota Fusion Center as required under Minnesota Statutes, section 121A.06.**

Policy 903.00 – Dangerous Weapons, Firearms (3)

Current Policy:

V. EXCEPTIONS

This policy does not apply to:

- An active licensed peace officer
- Security personnel acting within the course and scope of authority granted by the School District
- A person with written permission of the Superintendent (or designee).
- A non-student or non-employee authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle; or
- A non-student or non-employee who keeps or stores in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045.

~~Facsimile/non-functional drill weapons for Junior Reserve Officer Training Corps (JROTC), used, stored and handled in accordance with approved procedures.~~

Policy Changes

- JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC) DRILLS PURPOSE Inert replica drill rifles are authorized for the purpose of conducting traditional ceremonies and drill competitions in conjunction with the Junior Reserve Officer Training (JROTC) program. Only inert (non-firing/non functional) replica (facsimile) drill rifles are authorized for procurement, storage, and drill rifle activities. The drill rifle must be incapable of discharging any projectile. See 903.00.1 JROTC Drills

Policy 903.00 – Dangerous Weapons, Firearms (3)

Current Policy:

~~V. ENFORCEMENT~~

Policy Changes

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Questions for Policy 903.00 – Dangerous Weapons, Firearms?

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Recommendation

- Request the review of Policy 903.00 – Dangerous Weapons, Firearms at the December 1, 2026 Committee of the Board Board of Education meeting be considered the First Reading of the three-reading process; and

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- That the review of this policy at the December 15, 2026 Regular Meeting will be considered the Second Reading

715.00 PREVAILING WAGES; INDEPENDENT CONTRACTORSHIP

I. POLICY PURPOSE

It is in the public interest that Projects be constructed and maintained by the best means and highest quality of labor reasonably available and that persons working on Projects be compensated according to the real value of the services they perform. In agreement with the State of Minnesota, SPPS policy is that wages of laborers, workers, and mechanics on projects constructed on School District sites should be comparable to wages paid for similar work in the community as a whole.

The purpose of this policy is to establish clear requirements for payment of workers on School District Construction Projects, to support compliance with Minnesota laws, fair competitive bidding, and local economic standards. Independent Contractorship distinctions are included to ensure that pay rates, legal rights, tax responsibilities and financial liabilities are established per policy and federal and state law.

II. GENERAL STATEMENT OF POLICY

A. Prevailing Wage

1. Persons employed directly on School District Construction Projects worksites by contractors or subcontractors of whatever tier shall be paid at least the prevailing wage rate, including the prevailing hours of labor overtime premium, in accordance with the provisions of Minn. Stat.s §§ 177.42 and 177.43 as may be amended from time to time.
2. District administrators shall implement this policy by preparing bid specifications and contract forms consistent with provisions of Minnesota law.
3. Exceptions: This article does not apply to apprentices working on Projects under a registered Apprenticeship Program for work performed in their trade, except as they may be affected by their program agreements. A trainee and a helper are not exempt under this provision; the employer must assign the trainee or helper a job classification that is the same or most similar to the work being performed and compensate the trainee or helper for the actual work performed regardless of the trainee's or helper's skill.

B. Independent Subcontractors

~~1. If pursuant to the appropriate specification sections, the contractor or any subcontractor proposes to subcontract any portion of the work to a self employed subcontractor of whatever tier, then such written proposal must contain information sufficient for the owner and the contract administrator to determine to their satisfaction that the proposed self employed subcontractor will perform the subcontracted work as a bona fide independent contractor rather than as an employee of the contractor or subcontractor proposing the self-employed subcontractor.~~

1. Any such proposal shall be submitted prior to commencement of work and shall be subject to approval by the owner and the contract administrator. In making their determination, the owner and contract administrator will apply the factors utilized by the Internal Revenue Service, the Minnesota Department of Revenue and the Minnesota Department of Labor and Industry.

III. DEFINITIONS

APPRENTICESHIP PROGRAM means a bona fide apprenticeship program registered with the U.S. Department of Labor or recognized by a governmental agency of the State of Minnesota.

DISTRICT means Independent School District 625, also referred to as St. Paul Public Schools.

PREVAILING WAGE RATE shall have the meaning contained in Minnesota Statutes, Section 177.42, Subd. 6, as determined from time to time by the Minnesota Department of Labor and Industry for the area where the Project is located.

PREVAILING HOURS OF LABOR means the hours of labor per day and per week worked within the area by a larger number of workers of the same class than are employed within the area for any other number of hours per day and per week. The prevailing hours of labor may not be more than eight hours per day or more than 40 hours per week

PROJECT(S), CONSTRUCTION PROJECT(S) means demolition, erection, construction, alteration, improvement, restoration, remodeling, or repairing of a District-owned building, structure, facility, land, or other public work, where the project is financed in whole or in part with District funds.

LEGAL REFERENCES:

Minn. Stat.. § 471.345, subd. 7 UNIFORM MUNICIPAL CONTRACTING LAW, Minimum Labor Standards

Minn. Stat. § 177.42 DEFINITIONS
Minn. Stat.. § 177.42 DEFINITIONS, subd. 6 Prevailing Wage Rate
Minn. Stat.. § 177.43 CONTRACTS FOR STATE PROJECTS; PENALTIES
Minn. Stat. § 181.723 MISCLASSIFICATION OF CONSTRUCTION EMPLOYEES, subd. 4. Independent contractor

CROSS REFERENCES:

506.02 STUDENT DISCIPLINE: SUSPENSION, EXPULSION AND EXCLUSION

I. POLICY PURPOSE

The purpose of this discipline policy is to establish a fair, equitable, and supportive educational environment that fosters high student achievement through individual responsibility and mutual respect. Cultivating positive student behavior is a shared endeavor. The school community is dedicated to equipping every student with the knowledge, skills, and foundational support needed to thrive. By balancing clear accountability and positive behavior interventions with self-direction, the policy supports students in developing maturity, self-control, and respect for self, others, and property. This policy also strives to provide a consistent framework for administering corrective measures when necessary to maintain classroom decorum and safeguard the learning environment. This policy upholds the shared rights and responsibilities of all students in accordance with the Minnesota Pupil Fair Dismissal Act.

II. GENERAL STATEMENT OF POLICY

The District strives to provide all students with a learning environment that fosters respect between peers, staff members, administrators, and SPPS facilities. Maintaining a productive educational environment requires that students act in an appropriate manner, and the District recognizes that clear expectations are the foundation that allow students the agency to make appropriate choices for themselves and develop in mature decision making and responsibility. The District, through the development of the Student Rights and Responsibilities Handbook, provides a roadmap for students, staff, and the community to understand behavior expectations and the interventions and/or discipline that will occur when students are unable or unwilling to meet those expectations.

The Student Rights and Responsibilities Handbook is reviewed by the District annually and approved by the Board of Education. It is referenced and incorporated throughout this policy. The Handbook details the District's written rules of conduct for students, a range of consequences for violation of the rules, and grounds and procedures for removal of a student from class, and the restorative practices to engage students in shared accountability. Students, staff, and parents are required to familiarize themselves with the

Handbook on an annual basis, with the understanding that it serves as notice about the expectations and protocols when behavioral expectations are not met. Through application of support, interventions, and discipline, the District strives to build independent decision making capacity in each of our students while producing fair and equitable District-wide discipline outcomes, when necessary.

III. DEFINITIONS

A. Exclusion: an action taken by the school board to prevent enrollment or reenrollment of a pupil for a period that shall not extend beyond the school year.

B. Expulsion: a school board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.

C. Nonexclusionary disciplinary policies and practices; alternatives to pupil removal and dismissal: Policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

D. Suspension: an action by the school administration prohibiting a pupil from attending school for a violation of the rules as provided in the Student Rights and Responsibilities Handbook. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability.

IV. FULL AND EQUITABLE PARTICIPATION IN EARLY LEARNING

A. Students enrolled in the following District programs cannot be subject to dismissals under the law or District policy:

1. A preschool or prekindergarten program, including an early childhood family education, school readiness, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

2. Kindergarten through Grade 3.

B. Students in these categories *may* be dismissed from school for less than one school day in response to a safety concern or dysregulation that cannot be resolved through less disruptive means.

C. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

V. SUSPENSION

A. A school administrator shall follow the Minnesota Pupil Fair Dismissal Act when suspending a student.

B. Students subject to suspension shall be permitted the opportunity to complete all school work assigned during the suspension period.

VI. EXPULSION AND EXCLUSION

A. The administration and the Board shall follow the Minnesota Pupil Fair Dismissal Act when considering the expulsion or exclusion of a student.

B. Only the Board shall have the authority to expel or exclude a student from school. The Superintendent shall, however, develop procedures to initiate, on the Board's behalf, the expulsion or exclusion of a student.

C. When a student has been proposed for expulsion, the school administrator must arrange for the provision of homebound or other appropriate alternative educational services for the student until a decision on the proposed expulsion has been finalized by the Board.

VII. ALTERNATIVE EDUCATION SERVICES

Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes,

section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes, section 120B.02, although in a different setting.

VIII. STUDENTS WITH A DISABILITY; SPECIAL PROVISIONS

A. Students with disabilities may be suspended for violation of school rules in accordance with the SPPS Student Rights and Responsibilities Handbook and state and federal law.

B. The District may unilaterally place a student with a disability under IDEA or Section 504 in an alternative educational setting for up to forty five (45) school days if the student:

i. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function;

ii. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

iii. Inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

C. District-provided transportation is a right for students with special education transportation services in their Individual Education Plan. If a student receiving special education transportation is unable to make it to school due to losing bus privileges in response to a behavior violation, the student's absence must be recorded as a suspension.

LEGAL REFERENCES:

Minn. Stat. §§ 121A.40 to 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575
Minn. Rules Part 7470.1600
34 CFR § 300.530(g)
20 U.S.C. § 1415

CROSS REFERENCES:

903.00 DANGEROUS WEAPONS, FIREARMS

Adopted: 1974 *Saint Paul Public Schools Policy 506.03*
Revised: 9/7/1982;
6/17/2008

~~**506.03 STUDENT DISCIPLINE: SUSPENSION**~~

~~1. A school administrator shall follow the Minnesota Pupil Fair Dismissal Act when suspending a student.~~
~~2. Administration shall provide a semi-annual Suspensions Tracking Report, disaggregated by race/ethnicity, gender, income status, special education and English language learner designation.~~

LEGAL REFERENCES:

Minn. Stat. §§ 121A.40 to 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575

CROSS REFERENCES:

506.05 LAW ENFORCEMENT INVESTIGATIONS

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 Superintendent, or designee, shall develop procedures governing the interviewing ~~and interrogation~~ of students while on school property by law enforcement officers and other agents performing law enforcement functions. Representatives of private concerns, such as private detectives and attorneys, shall not be permitted to interview students while on school property.

~~III. DEFINITIONS~~

~~IV. EXPECTATIONS~~

~~V. ENFORCEMENT~~

~~LEGAL REFERENCES:~~

~~CROSS REFERENCES:~~

903.00 DANGEROUS WEAPONS, FIREARMS

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

~~No person shall possess, carry, use, keep, store or distribute a dangerous weapon, firearm, or pistol when in a school location. The school district will take appropriate action against any person who violates this policy. Appropriate action includes, but is not limited to, ordering the person to leave the school location, notification of the police, and disciplinary action.~~

No student or nonstudent, including adults and visitors, shall possess, use, or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

A school administrator must refer to the Security and Emergency Management department and the Saint Paul Police Department ~~police~~ any student who brings a firearm to school unlawfully. The District may ~~school board must~~ expel a student for a period of at least one year who is determined to have brought a firearm, as defined by federal law, to school. The District ~~school board~~ may modify this requirement on a case-by-case basis.

III. DEFINITIONS

"Dangerous weapon" means

- Any firearm, whether loaded or unloaded
- Any device or instrument designed as a weapon and capable of producing death or great bodily harm.
- Any device modified so that it may be used as a weapon and capable of producing death or great bodily harm
- Any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used,

is calculated or likely to produce death or great bodily harm

- ~~Any firearm? that is used to produce death or great bodily harm~~
- ~~Any replica firearm, BB gun, or pellet gun.~~

A "firearm" includes a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or force of combustion.

"School Location" includes any school district building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

"Possess" includes having a dangerous weapon on one's person or in an area subject to one's control in a school location.

A "weapon" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns/tasers; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

IV. MANDATORY REPORTING TO STATE AGENCIES

1. The school district must electronically report to the Commissioner of the Minnesota Department of Education incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes, section 121A.06.

2. The school district must electronically file an after-action review report for active shooter incidents and active shooter threats to the Minnesota Fusion Center as required under Minnesota Statutes, section 121A.06.

V. EXCEPTIONS

This policy does not apply to:

- An active licensed peace officer
- Security personnel acting within the course and scope of authority

granted by the School District

- A person with written permission of the Superintendent (or designee).
- A non-student or non-employee authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle; or
- A non-student or non-employee who keeps or stores in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045.

~~Facsimile/non functional drill weapons for Junior Reserve Officer Training Corps (JROTC), used, stored and handled in accordance with approved procedures.~~

- JUNIOR RESERVE OFFICER TRAINING CORPS (JROTC) DRILLS PURPOSE - Inert replica drill rifles are authorized for the purpose of conducting traditional ceremonies and drill competitions in conjunction with the Junior Reserve Officer Training (JROTC) program. Only inert (non-firing/non functional) replica (facsimile) drill rifles are authorized for procurement, storage, and drill rifle activities. The drill rifle must be incapable of discharging any projectile. See 903.00.1 JROTC Drills

~~V. ENFORCEMENT~~

LEGAL REFERENCES:

Minn. Stat. § 97B.045 (Transportation of Firearms)
Minn. Stat. § 121A.05 (Referral to Police)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 609.02 (Definitions of Dangerous Weapon and Great Bodily Harm)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66, subd. 1(d) (Dangerous Weapons on School Property)
Minn. Stat. § 609.666 (Firearms)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
18 U.S.C. § 930(g)(2) (Definition of Dangerous Weapon)
Saint Paul Code §§ 225.01 and 225.03

CROSS REFERENCES:

READ Act:
Elementary Literacy Curriculum Selection

Saint Paul Public Schools

Committee of the Board
December 1, 2026

Agenda

01
Minnesota READ Act Legislation

02
READ Act Shift in Literacy Instruction

03
SPPS Review of Approved Curriculums

04
State Approved Literacy Curriculums
- CAREALL (Center for Applied Research in Education)
- Minnesota Department of Education (MDE)

05
Stakeholder Engagement & Consultation

06
Recommendation & Implementation Timeline

07
Questions 93

Saint Paul Public Schools
Elementary Literacy Curriculum Adoption Process

SPPS 2033 Literacy Excellence for ALL!



Excellence in Instruction

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

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

Literacy Consistency & Coherence

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

Benchmarks

1.3.a

Establish a coherent, districtwide system by clarifying priorities, standardizing processes, and using consistent walkthrough and accountability structures 94

1.3.b

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

1.3.c

Align all instructional and programmatic decisions across all grade levels

Minnesota READ Act Legislation

Goal: Every child reading at or above grade level every year starting in kindergarten.

Enacted May 24, 2023
Replaced Read Well by Third Grade initiative.

Equitable Support
Targeted for multilingual learners and special education students.

Mandatory Criteria
Evidence-based instructional materials.

Statutory Authority
Codified under Minn. Stat. § 120B.124 & § 120B.1118.



Implementation Focus

Ensuring structured literacy, evidence-based curriculum selection, and aligned professional development across districts.

READ Act: Shift In Literacy Instruction

Evidence-Based Literacy Instruction

Explicit, systematic, and culturally responsive.

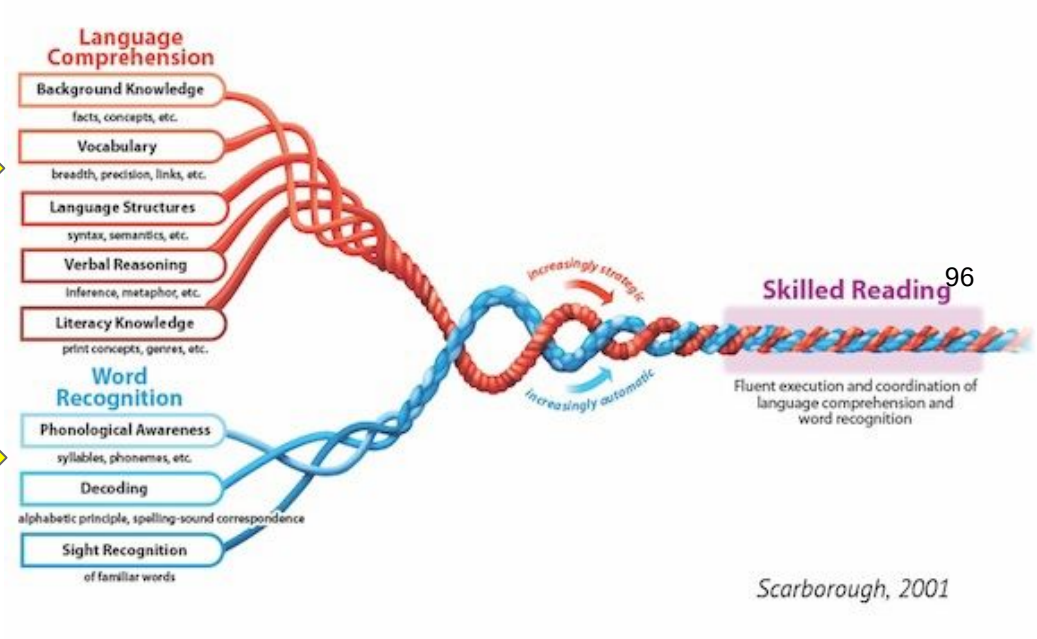
Includes phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students.

Structured Literacy Approach

Teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress.

New Curriculum

UFLI



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SPPS Review of Approved Literacy Curriculums - Elementary Literacy Advisory

October 2025 - December 2026

EL Education K-5 Language Arts, Open Up Resources®

Arts & Letters, Great Minds PBC

Amplify Core Knowledge Language Arts (CKLA)

HMH Into Reading K-5, Houghton Mifflin Harcourt

SPPS Rubric Curriculum Selection Criteria

- **Minnesota Standards & READ Act Alignment**
- **Assessment**
- **Diverse Learner Representation**
- **Indigenous Supports & Cultural Authenticity**
- **Content Area Connections**
- **Digital Infrastructure** 97
- **Family & Communication Support**
- Scope & Sequence
- Vocabulary
- Comprehension
- Writing
- Cultural Responsiveness
- Usability & Instructional Design
- Teacher & Student Resources

Systems Development: Tools of Cultural Proficiency

Continuum of Cultural Proficiency

- Cultural Destructiveness
- Cultural Incapacity
- Cultural Ignorance
- Cultural Pre-Competence
- Cultural Competence
- Cultural Proficiency

Essential Elements

- Assess Cultural Knowledge
- Value Diversity
- Manage the Dynamics of Difference
- Adapt to Diversity
- Institutionalize Cultural Knowledge

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Overcoming the Barriers

- Systemic Oppression
- System of Privilege & Entitlement
- Unawareness of the Need to Adapt
- Resistance

Guiding Principles

- Culture is a dominant force
- People are served differently by the cultural group in charge
- People have group identities and personal identities
- Diversity within groups is as vast as between
- Students and families are bicultural, because they must know their home culture and school culture

SPPS Rubric Elements in Alignment with the Tools of Cultural Proficiency

Diverse Learners

- Guidance and resources to support teachers in meeting the needs of students with dialectical variations.
- Guidance and resources to support teachers in meeting the needs of multilingual learners (e.g., visuals, alternate response formats, use of cognates, vocabulary support, scaffolding to support language use with sentence frames).
- Guidance and resources to support teachers in meeting the needs of students with reading & writing difficulties and disabilities (e.g., prompting, retrieval cues built in, a more gradual release, sentence frames, oral participation first, differentiated/additional practice, more frequent feedback).
- Guidance and resources to support teachers in meeting the needs of students with advanced reading & writing skills.

Score: _____

Cultural Responsiveness

- Authentic, multi-dimensional representation of diverse racial, ethnic, linguistic, socioeconomic, regional, and neurodiverse identities across authors, illustrators, and characters, avoiding tokenism or stereotypes.
- Instructional guidance that views students' home languages, dialectical variations, and background knowledge as valuable assets to leverage rather than deficits to correct.
- Opportunities for students to analyze texts critically, evaluate different viewpoints, explore varied cultural perspectives, and connect content to real-world social and community contexts.
- Explicit teacher notes and flexible scaffolding that support culturally sustaining classroom discussions, respectful engagement, and validation of diverse student experiences.

Score: _____

Indigenous Supports & Cultural Authenticity

- Integration of authentic Dakota and Anishinaabe (Ojibwe) histories, contemporary cultures, and literature.
- Alignment with MN Indigenous Education for All requirements, avoiding tokenism or stereotypes.
- Inclusion of tribally endorsed materials, native languages (Anishinaabemowin/Dakota), and culturally sustaining texts.

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Score: _____

CAREI & MDE Approved Literacy Curriculums & Selection Rubric

Approved Curriculums

- EL Education K-5 Language Arts, Open Up Resources®
- Arts & Letters, Great Minds PBC
- Amplify Core Knowledge Language Arts (CKLA) , Amplify
- HMH Into Reading K-5, Houghton Mifflin Harcourt
- Benchmark Advance K-5, Benchmark Education Co.
- Imagine Learning EL Education K-5, Imagine Learning
- Wonders K-5, McGraw Hill LLC

CAREIALL
Advancing Language and Literacy

DEPARTMENT OF EDUCATION

CAREI/MDE Rubric Selection Criteria

- **Core Literacy Sub-Areas:** Encompass phonemic awareness, phonics, encoding, morphology, fluency, vocabulary, comprehension, and writing
- **Evidence-Based:** Align to evidence-based practices in literacy and teaching
- **Structured Progression:** Are systematic, sequential, explicit, and unambiguous
- **Instruction & Practice:** Support students in initial instruction and cumulative practice
- **Assessment Integration:** Employ embedded assessments supporting enduring understanding
- **Inclusive & Responsive:** Connect to inclusive, culturally responsive practices honoring all learners
- **Teacher Support:** Provide easy-to-navigate materials with built-in learning opportunities

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Stakeholder Engagement & Consultation

CONSULTATION SCHEDULE

District Literacy Advisory Committee

October 2025 - December 2026

Parent Advisory Council Engagement & Consultation

Oct 7, 12, 13, 19, 26, 28 | Nov 9, 11 | Dec 8

All Elementary Staff

October 26 & 27, December 1: In-person Review & Feedback
October 28 - February 1 Digital Review & Feedback

Elementary Principals

December 10

CONTINUED FAMILY ENGAGEMENT

August - October 2027

"Connections between reading and writing!!"

"My hope is that we are able to purchase and use the consumables (student learn books/workbooks) regardless of which curriculum is chosen."

"I want kids to really develop a love of learning."

ELEMENTARY STAFF FEEDBACK

- Professional Development & Rollout
- Interlocking Phonics & Writing Systems
- Prioritize Physical Workbooks Over Screen Time
- Student Workbooks & Materials
- Text Quality & Cultural Relevance
- Multilingual Scaffolding
- Scaffolding Depth

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FAMILY FEEDBACK

- Increase rigor and expectations
- Access to books; print and digital
- Resources for parents
- Consistency of instructional strategies
- Intervention support
- Phonics strategies

Leading Options

EL Education K-5 Language Arts (formerly Expeditionary Learning)

Open Up Resources®

- Built-In Support for Multilingual Learners
- Systematic lessons with consistent module routines that help students know what to expect and be successful
- Strong Integration of Reading and Writing
- Alignment with science and social studies standards, real-world themes (including social justice), and the inclusion of Social-Emotional Learning (SEL)
- User-friendly online platform and lesson presentations are readily available in Google Slides
- Extensive Collection of Authentic Trade Books
- Integrates well with UFLI

Arts & Letters

Great Minds PBC

- Introductory lessons that build background knowledge for MLLs, with built-in support for both struggling and Gifted & Talented (GT) students.
- Systematic lessons with consistent module routines that help students know what to expect
- Explicit focus on morphology, syntax, punctuation, and a structured progression of writing skills
- Visuals and Fine Arts Integration
- Extensive Collection of Authentic Trade Books
- User-friendly online platform and lesson presentations are readily available
- Extensive Collection of Authentic Trade Books
- Student-Friendly and Low-Prep Materials
- Integrates well with UFLI

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Final Steps: Curriculum Recommendation

DECEMBER 2026

- Site Visits to School Districts
- District Elementary Literacy Advisory Committee Final Review
- December 10 Leadership Academy: Review with Elementary Principals

JANUARY 2027

- All Elementary Teachers: January 29 Professional Development
- Resource Allocation & Curriculum Planning
- Determine Final Recommendation

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Implementation & Next Steps

2026–2027

Continued Phonics Implementation

- K-2 UFLI implementation fidelity
- 3-5 May 2027 Word Origins PD

Implementation Preparedness

- Staff support & needs assessment
- Feasibility & sustainability
- Revised Scope & Sequence, Pacing Guides, MDE alignment

2027–2028

Implementation

- K-2 New foundational curriculum
- 3-5 Word Origins (phonics)

Professional Development

- Opening Week – June 2028
- Continuous staff feedback & needs assessment

Job-Embedded Support

- On-site capacity building
- Baseline data measurement

Family Engagement

- School to Home partnership & support

2028–2030

Implementation

- 3-5 New foundational curriculum

Continued Support

- Ongoing instructional capacity-building

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Monitoring & Evaluation

- Implementation fidelity
- Student outcomes evaluation & data analysis
- Ongoing continuous improvement cycles

Questions