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 2, 2025
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
   - A. Superintendent's Announcements
   - B. Txuj Ci Facilities Workgroup
     - 1. Introduction
     - 2. Presentation 3
     - 3. Discussion
   - C. **BREAK FOR PAY26 LEVY TRUTH IN TAXATION HEARING AT 6:00 P.M.**
   - D. **CONTINUATION OF AGENDA**
   - E. SPPS 2026 Legislative Agenda Discussion
     - 1. Introduction
     - 2. Presentation 32
     - 3. Discussion
   - F. Policy Update
     - 1. Introduction
     - 2. Presentation
       - a. Policy 507.01 - School Sponsored Activities: Performances 36
       - b. Policy 606.50 - Selection and Reconsideration of Library Material 41
       - c. Recission of Policy 702.01 - Bonded Officers and Employees 60
       - d. Policy 504.00 - Drug Free Schools 66
     - 3. Discussion
     - 4. Action
   - G. 2027-2033 Strategic Plan & Facilities Portfolio Analysis
     - 1. Introduction
     - 2. Presentation 79
     - 3. Discussion
3. **ADJOURNMENT**

#BoldSubject#

Committee of the Board Txuj Ci Facilities Workgroup Interim Options Discussion

December 2023-March 2025

Presenters: Shela Her, Xang Her and Sai Thao

Agenda

1. Purpose
2. History
3. Timeline of meetings December 2023-March 2025
    a. Phase 1 & 2
    b. February 4, 2025 COB
    c. March 12, 2025 Next Steps
4. Current Txuj Ci Facilities Interim Options

Purpose

Purpose of the meeting:
For the Board to understand Txuj Ci Facilities Workgroup interim vision to move forward to vote in favor of Option A at the December 16, 2025 BOE.

History

History from SY 2002-2021

- **Phalen Lake (2002)** started HMong Studies class
  - **(2011)** started HMong Dual Language Immersion
- **Jackson (2006)** started HMong Dual Language Immersion[6]

- **Envision SPPS** *(BOARD ACTION on December 14, 2021)*
  - Closed Jackson and merge HMong Dual Language Immersion with Phalen Lake
  - Closed Parkway Middle School and opened HMong Language and Cultural Middle School

SY 2023-2024

RELOCATION of PreK Programs

Letter/email sent out informed families of PreK changes

- **Spring 2023** for Phalen Lake families on location changes (Location change: Phalen Lake to East Hub)
- **Fall 2023** for East Hub families on program changes (Program change: PreK at East Hub to HMong Dual Language)

East Hub Early Learning Center (*NO BOARD ACTION*)

- 5 sections of Pre K HMong Dual Language
- 2 sections of Pre K (English)

SY 2023-2024

Phalen Lake

- Phalen Lake HMong Studies & HMong Language and Culture Middle School name change to Txuj Ci Lower Campus and Txuj Ci Upper Campus. *(BOARD ACTION on April 18, 2023)*
- Txuj Ci Lower K-5 with Special Education classes added
- Txuj Ci Upper 6-7

Questions?

Timeline of

Txuj Ci Facilities Meetings

December 2023-March 2025

The workgroup was a collaboration between board members, district administrators, parents, educators, and building principals from both the Txuj Ci HMong Language and Culture Upper and Lower Campuses

SY 2023-2024

PHASE 1 Interim Options

December 18, 2023

- Purpose Statement

January 8, 2024

- 5 year timeline
- Harm caused by district admin result in restorative circle between May-November

January 17, 2024

- Options offered

January 24, 2024

- Given the 5 year timeline and PreK location change
- Workgroup voted on Phase 1 Option B SY 2024-2025 implementation
  - Move PreK back to Txuj Ci Lower and Gr 5 up to Txuj Ci Upper

Purpose Statement (draft)

Find a long-term, feasible facilities solution for accommodating Txuj Ci's PreK-8 enrollment growth and the need for a large gathering/performance space for cultural and community events such as Hmong New Year.

While the long-term home is being implemented, this group will provide input on the interim location(s).

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Mid-Term Solution

- The aspiration for the long-term goal is not something with an easy solution.
- We need to make a plan for the next ±5 years while we fully articulate that vision and get the approval and resources necessary to turn it into a reality.
- While ideally we would know the long-term solution when determining the mid-term solution, that is not possible in this circumstance.

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3 Option-Analysis

IMPACTS	Current Parameters	Option A: 3 Campuses	Option B: 2 Campuses	Option C: 3 Campuses
Pre-K Sections	5	5	2 (3 for 2024-25)	HS: 0 HDL: 5
ECFE	N/A	NO	NO	NO
ECSE	E Hub: 2.5 (2 full day; 1 half day)	TC Early Learning: 1-2	TC Lower: Limited to 1	1 at HDL Lower
K-5 Enrollment capacity	706	810 (670 at Cypress); Allows for growth	750 (680 +PK at Cypress)	850 (310 HS + 540) Allows for HDL growth
Specialists (e.g. art, science, music)	East Hub: 2 Lower: 7 Upper: Electives	Share 6 for both campuses: • Early Learning: 2 • TC Lower: 4 TC Upper: Electives	6 shared at both sites: TC Lower: 5 TC Upper: 1 (5th) / Electives (6-8)	HS Lower: 2.5 HDL Lower: 4 (5 with growth) Upper (HS/HDL): Electives

3 Option-Analysis

IMPACTS	Current Parameters	Option A: 3 Campuses	Option B: 2 Campuses	Option C: 3 Campuses
Administration	Different PK-5	Same PK-5	Same PK-4	Different PK-5
Special Ed Self-contained	TC Lower: 1 ASD/DCD	TC Lower: 2 ASD/DCD	TC Lower: Limited to 1 ASD/DCD	HS Lower: none HDL Lower: 2 ASD/DCD
Discovery Club	YES (EC Hub)	YES	NO	NO
Start times	9:30: Hub 9:30: Lower 9:30: Upper	9:20: Early 9:30: Lower 9:40: Upper	9:20: Lower 9:30: Upper	7:30-2: Hmong Studies (regional) 9:20-3:50: Hmong Dual Lang. (citywide) 9:30-4: Upper Campus (citywide)
Busing	PK different than K-8 (parent must meet PK bus/child)	Same bus; PK-8 sibling on same bus	Same bus; PK-8 sibling on same bus	Different; siblings may not necessarily ride same bus

SY 2023-2024

PHASE 2 Spring

May 8, 2024
May 22, 2024

- Phase 2 Purpose
- Refine Vision
- Envisioning PreK-12

Purpose of the Group

Find a long-term, feasible facilities solution for accommodating Txuj Ci's PreK-8 enrollment growth, and vision for a school that supports Txuj Ci academics, identity and community.

This group will give input at multiple points toward the vision and character of the long-term home.

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Can it be PreK - Grade 12?

We've heard many people express a desire to change Txuj Ci from a PreK-8 program to a PreK-12 program for a host of programmatic, enrollment, and community reasons. But is that viable within how SPPS educates students?

Answer: **YES** - but it depends on many factors coming together, such as:

- Functionally, it takes a **very specific building** to support the different age levels appropriately
- Enrollment must be **big enough** at all of the age levels to have the critical mass at each grade necessary to offer equitable academic program options
- That critical mass of enrollment must be **consistent across all grade levels**
- It won't **unintentionally harm** another SPPS program

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What Happens In the Fall

Together as a group we'll:

- Review options for how to possibly meet vision
- Navigate several key initial approvals from the Board / senior leadership:
  - School size and grade-level targets
  - Limit range of options
    - Buy & build, Stay & Adapt, Move & Adapt
  - How this will integrate with district-level facility master planning that will launch in July
- Conceptualize at a building-level scale

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SY 2024-2025

PHASE 1 Interim Solution **Option B** Implementation *(NO BOARD ACTION)*

- East Hub Early Learning Center Closed
- 2 sections of PreK HMong Dual Language brought back to Txuj Ci Lower Campus
- 5th grade moved to Txuj Ci Upper Campus

SY 2024-2025

PHASE 2 Fall

October 9, 2024

- PreK-12 no longer feasible
- Planning exercise for Pre K-8 building

Block Planning Exercise

- This is to create a diagram, not a building plan
- Expect it to be messy!
- Focus on relationships between functions ("adjacencies")
- Consider a structure that creates neighborhoods: PK-5 and secondary (6-8)
- Outlines on aerials with site acreage shown
- Block assignments as per next slide and handout

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Block Planning Exercise

PK-5 CLASSROOMS	2 Classrooms per block Place 17 Blocks
PK-5 & 6-8 SPECIALS & SPED	2 Classrooms per Block Place 7 for PK-5; 4 for 6-8
6-8 CLASSROOMS	2 Classrooms per Block Place 6 Blocks for 6-8
CORE SPACES	Blocks Per Space: Gym - 8; Dining / Kitchen - 4; Assembly - 2; Media - 2; Motor Room - 1
ADMIN - OFFICE & COUNSELING	Blocks Per Space: Office and Counsel - 5
STAFF SUPPORT & BREAKOUT	Blocks per Space: Support Areas - 3; PK-5 Staff Support - 3; 6-8 Staff Support 1

Instructions:

Organize blocks per the counts to represent your group's preferences for adjacencies and relationships between program spaces.

Classroom blocks may be stacked to represent multistory arrangement.

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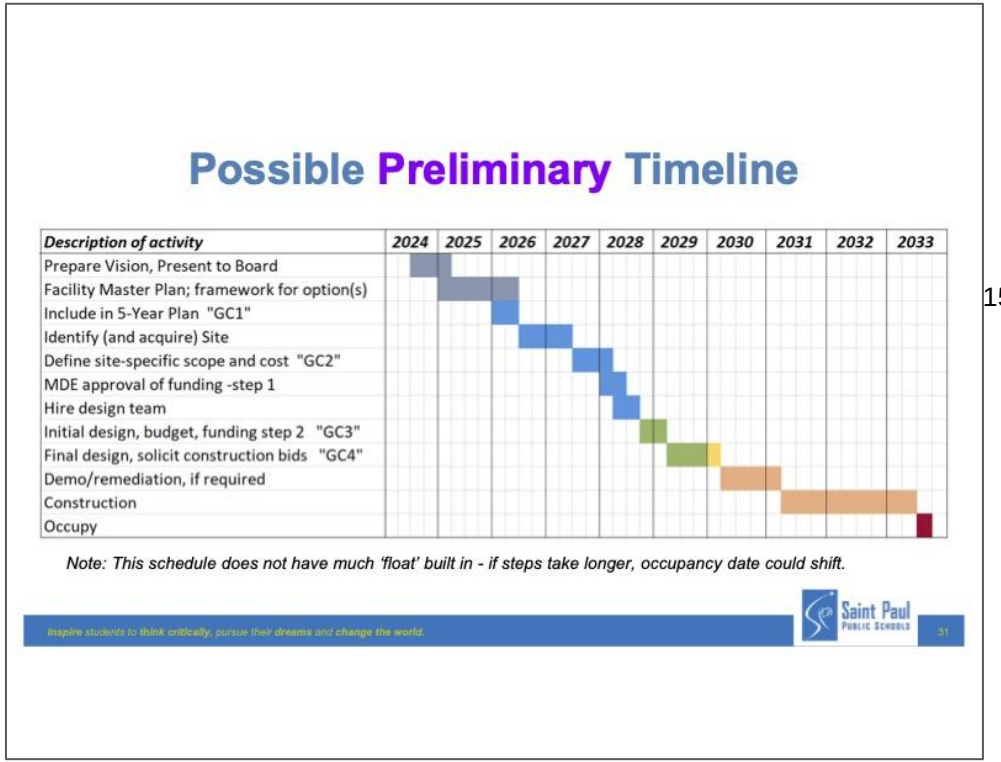
SY 2024-2025

PHASE 2 Fall

November 13, 2024

- A 10 year preliminary timeline given and not the initial **5 year provided from PHASE 1 interim option**

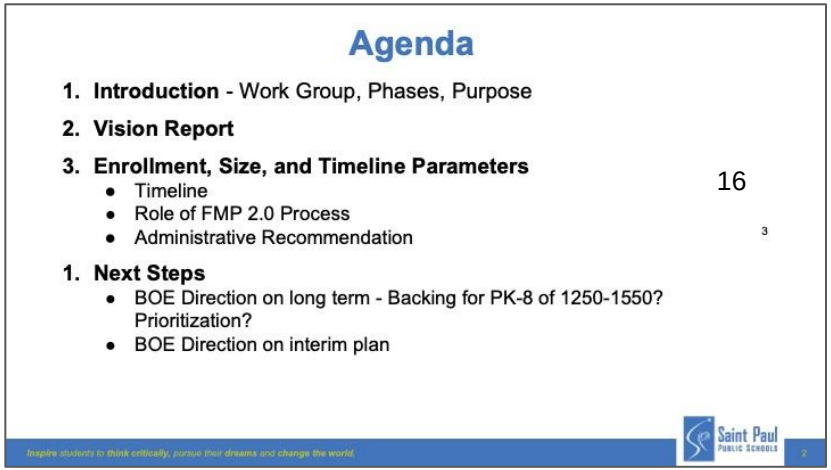


PHASE 2 Txuj Ci Facilities Workgroup Presentation

SY 2024-2025

Committee of the Board Meeting February 4, 2025

- Summarize Phase 2 workgroup
- Txuj Ci Facilities Workgroup next steps
  i. Incorporate this vision and the two options into the FMP process and timeline
  ii. Re-engage with the stakeholders regarding a mid-term plan for Txuj Ci operations
  iii. Request BOE direction by March



Questions?

Txuj Ci Facilities Meeting

March 2025

PHASE 2: Interim Option

Objectives

Goals for the Interim solution as discussed and augmented:

1. Return 5th grade to Cypress to maintain quality HDL
2. Allow growth: Do not stifle interest from families
3. Maintain access to both HDL *and* HS programming (don’t close one)
4. As much as possible keep kids from the same family together
5. Keep the programs on the east side
6. Support Well-rounded Education at Lower and Upper (i.e. have enough sections at sites to have specialists beyond PE and Science)
7. PK-5

March 12, 2025 Meeting Options Discussed

SY 2024-2025

PHASE 2: Interim Option A

Interim Option - A

Recommended Interim Option - Fall 2026

Relocate Hmong Studies (HS) program to another site - temporarily while the PK-8 is being developed.

A-1: Move Hmong Studies program to Prosperity as a 2-section school

A-2: Move Hmong Studies program to a different SPPS site on the east side if one becomes available

Positives:

- Allows 5th grade HDL at Lower site
- Maintains size and strengths of both programs
- Can grow HDL enrollment and/or ease space pressures
- Open up space to enroll more students at Txuj Ci Upper

Challenges/concerns:

- Prosperity site does not allow for growth
- Families with kids in different programs go to multiple sites

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Interim Option - A-1

Discussion (as recorded in notes)

Option A: Relocate Hmong Studies (HS) program to another site - temporarily while the PK-8 is being developed. A-1: Prosperity

- Concern that Prosperity site size allows no growth, and may be too small for a well-rounded set of specialists
- Alternative site - Vento old building? (No, demolished summer 2025)
- What would Admin structure be? Concern for HS's future without a strong Admin.
- Number of families with kids in both HS and HDL is 15-20.
- Option A-1 offers the opportunity for HS to get attention for renewing and strengthening curriculum/program

March 12, 2025 Meeting Options Discussed

SY 2024-2025

PHASE 2: Interim Option B

Interim Option - B

Interim Option - Starting Fall 2026, and rolling out over time

1. Divert enrollment (2 K's initially) from Cypress to start a new program at another SPPS site, likely to be a shared site where HS could be offered to all students.
   a. Similar to A-2 if enrollment being diverted is from Hmong Studies, but over time rather than all at once.
   b. Assuming 2 sections moved/year, by SY27/28, HDL 5th grade could return to Cypress, and by SY29/30 Hmong Studies would be complete at the other site.

SY26/27: 2-K at new site. SY27/28 2-K, 2-1st. Etc.

Pros & Cons on next slide

Interim Option - B

Interim Option - Starting Fall 2026, and rolling out over time

1. Divert enrollment to start a new program at another SPPS site.

Positives:

- 5th grade back to elementary site (in 2027/28)
- Growth of HS program wouldn't be limited as it would at Prosperity
- If new site adopts the HS program school-wide it could be very successful
- Expands the option of Hmong Studies to more families in SPPS

Challenges/concerns:

- A more difficult way to grow a program (starting with just 2 classes)
- Gradual roll-out means younger HS kids could be at a different building than their older siblings
- Teachers who serve HS could have to move between two sites
- Merging of two school communities can be hard

Interim Option - B

Discussion (as recorded in notes)

Option B: Divert enrollment to start a new program at another SPPS site.

- Option B seems like the change to move 5th to upper campus. 5th has seemed less supported at Upper because it's a small program
- Can B be accelerated so that roll-out is complete sooner to support well rounded education offerings (specialists)

March 12, 2025 Meeting Options Discussed

SY 2024-2025

PHASE 2: Interim Option C

Interim Options - Not preferred

Interim Option C - would start in 2026

1. Divide up by grade, not by program: split grades PK-K, 1-5, 6-8 at three buildings.
    a. Option was discussed previously and determined to be not preferable
    b. Intention behind bringing option up would be to maintain enrollments.

Positives:

- Keeps side-by-side HS and HDL at each age level
- Brings 5th grade back to elementary
- Opens up space to enroll more students at Txuj Ci Upper

Challenges/concerns:

- Programmatic challenges of having PK-K separated from colleagues and siblings in 1-5
- Transportation coordination a challenge (start times, bus routes)
- All 3 sites need consistency in curricular and programming development

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Additional Discussion

1. Initial Straw poll yielded Option A1 - **10 Votes**, **Option B - 2 Votes**, **Option C - 1 Votes**

2. Additional Discussion: (from 3/12/2025 meeting notes)

a. None of the options presented or suggested will affect the speed to implement the long term solution.

b. Other alternatives suggested:
   - A variant of B that starts both HS *and* HDL at another site
   - Hope for ‘A-2’ where HS can grow to be Well-Rounded size.

c. Positives of different Options:
   - B gets into a ‘new’ building sooner, and allows for growth of HS.
   - B allows for well-rounded because in a building with others, and room to grow.
   - C allows immediate growth of PK, and supports growth at other levels
   - C: Keeping HS and HDL programs side-by-side enriches both programs
   - A brings 5th grade back Fall 2026
   - A aligns with district direction for language and culture schools

Additional Discussion

Additional Discussion: (from 3/12/2025 meeting notes), Continued

a. Concerns:
   - Sense that PK population is not being served
   - B is like “tearing a bandaid off slowly”
   - A does not allow HS to grow to be well-rounded
   - B - without knowing what the site is, there’s too much uncertainty for families: location and transportation matter.
   - B holds challenges for kids to merge in with another school community
   - Were HS families adequately represented at the meeting?

Requests:
   - Be very sensitive when talking about the potential impact of Txuj Ci’s vision on other schools; it is hurtful to hear a message that implies that others are more important, or that dismisses this community.
   - Be transparent.

Work Group Recommendation

Following discussion, there was general agreement to go with the majority vote, which was for Option A-1.

Goals that received particular emphasis were: ability to *continue growth of both programs*, and to have *school sizes that allow for well-rounded education*.

(From notes)

Current Txuj Ci Facilities Options

SY 2025-2026

Txuj Ci Facilities Options *(BOARD ACTION REQUIRED by December 16, 2025)*

- **Option A <u>(recommended by Txuj Ci Facilities Workgroup)</u>**
  - Move Hmong Studies to Prosperity Heights
  - Return 5th grade to Lower campus
- **Option B <u>(never offered of before October 7, 2025 COB)</u>**
  - Move Hmong Studies to Hazel Park
  - Return 5th grade to Lower campus

SY 2025-2026

- **Parent's concerns are that NO ACTION may continue to result in the following:**
  - Txuj Ci Lower Campus facility remain crowded - challenges since 2022
  - Enrollments will be constrained impacting well-rounded education
  - Challenges sustaining 5th grade immersion quality isolated in Upper campus
  - Sections of Hmong Studies Program will get cut to allow enrollment for Hmong Dual Language, diminishing Hmong Studies Program
  - Jeopardizing Board adoption of Txuj Ci PreK-8 building into FMP for 2030-33

Questions?
Discussion

SPPS 2026 Legislative Agenda Discussion

December 2, 2025
Committee of the Board

Jim Grathwol, Legislative Liaison

Key Legislative Fiscal Gains in 2023 - 2025

- Linking General Education formula to Inflation (2-3% for FY2025-2029)
- Special Education Cross subsidy increased from 6.43% in FY20 to 44% from FYs 24-26 and 50% FY27 and beyond[33]
- Base EL funding increases: FY23 $704; FY 27 $1,725
- EL Concentration increases: FY23 $250: FY24-26: $1,228
- EL Cross Subsidy FY 2FY27 and beyond: 25%
- Expanded Medicaid Billing for school related health services for FY25 and beyond

Risks and Opportunities in 2026 Session

- Implementation and finance issues for :
  - Paid Family Medical Leave
  - Earned Safe and Sick TIme
  - Permanent funding for Unemployment Insurance
- Blue Ribbon SPED Committee - $250M savings/cut
- Compensatory Revenue Redesign Task force
- New initiatives:
  - Statewide teacher health insurance (Education Minnesota)

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Board Discussion

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POLICY UPDATE

POLICY 507.01 SCHOOL SPONSORED ACTIVITIES: PERFORMANCES

Saint Paul Public Schools

Committee of the Board Meeting

December 2, 2025

Craig Anderson, Executive Director of Teaching and Learning

Policy 606.50 Selection and Reconsideration of Library Material

Policy Updates:

Last Revised 2008

Updated Format: Added Policy Purpose and General Statement of Policy

Policy Language remains the same

Adopted: 1974
Saint Paul Public Schools Policy 507.01
Revised: 9/7/1982; 6/17/2008;

Policy Purpose:

The purpose of this policy is to establish clear guidelines for school-sponsored performing groups participating in external events.

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General Statement of Policy:

School choruses, bands, and other performing groups may perform in other than school functions provided participation is voluntary for each group member and the event has the approval of the principal. Performing groups shall not participate in enterprises whose primary purpose is to advertise a commercial product or organization. However, they may receive support from individuals, business firms, institutions, or civic organizations.

Questions?

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There were no substantive changes made to Policy 507.01.

Does the Board agree to move the revision of the policy to the consent agenda for the December 16, 2025 Regular Meeting?

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Adopted: 1974
Saint Paul Public Schools Policy 507.01
Revised: 9/7/1982; 6/17/2008;

Policy Purpose:

The purpose of this policy is to establish clear guidelines for school-sponsored performing groups participating in external events.

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LEGAL REFERENCES:

CROSS REFERENCES:

NEW POLICY

Policy 606.50 Selection and Reconsideration of Library Material

Committee of the Board Meeting

December 2, 2025

Craig Anderson, Executive Director of Teaching and Learning

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

1. This is a new policy
2. Newly required in state statute
3. Modeled after the Minnesota School Boards Association model policy
4. Our Media Specialist Supervisor engaged all Media Specialists and principals to draft this policy

606.5 LIBRARY MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the Superintendent or the Superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with licensed school library media specialists/school librarians. School administrators and library staff shall place principle above personal opinion and reason above prejudice in selection of library materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library materials. In addition, students shall be permitted to read or view library materials in which they have an academic or personal interest.

Parents and guardians have the right and the responsibility to determine their children's access to library materials.

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Definitions:

"Library"

III. DEFINITIONS

A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

The term "library" refers to the resources within a specific school building.

Minnesota Statutes, section 124D.991, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

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1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Definitions:

"Library Collection"

"Library Materials"

"Library Media Specialist"

B. "Library collection" consists of the library materials made available to students.

C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.

D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Materials Selection

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

A. The school board recognizes the expertise of the school district's library media specialists and the vital need of such staff to be responsible for selection of library materials.

B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

SELECTION OF LIBRARY MATERIALS

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A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;

2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Must present opposing sides of controversial issues

Must be Inclusive and reflective of students and community

Principle above personal opinion

High Standards of Quality

3. Library Materials Present opposing sides of controversial issues so that students may develop with guidance the practice of critical analysis;

4. Library materials will be representative of contributions by race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, or disability.

5. Library staff shall place principle above personal opinion and reason above prejudice in selection of library materials of the highest quality;

6. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;

7. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):

a. Artistic quality and/or literary style;

b. Authenticity;

c. Critical thinking;

d. Educational significance;

e. Factual content;

f. High interest for intended audience; and

g. Readability.

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Budget

Consultation

Removal of outdated materials

Gifts and Donations

8. The selection of library materials shall conform to the constraints of the school district budget.

9. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

10. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist.

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11. Gifts and Donations of Library Materials- Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Parents / guardians can always request restrictions for their student

V. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

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Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

1.

VI. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy. In compliance with Minn. Stat. § 134.51, the school district will not ban, remove, or otherwise restrict access to a book or other material based solely on its viewpoint or the messages, ideas, or opinions it conveys.

Students or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness.

Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials, based on appropriateness, has been made.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

The School Board delegates the responsibility for developing and managing a process for reevaluation of library materials to the Superintendent and/or their designees.

Policy 606.50 Selection and Reconsideration of Library Material

Policy Highlights:

Statues and Legal References

Draft Procedures

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Stat. § 134.51, (Access to Library Materials and Rights Protected).
Minn. Rules Part 8710.4550 (Library Media Specialists)

Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)

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Questions?

51

Request to move to the 3 reading process beginning at the December 16, 2025 Regular Meeting.

Action Requested

- Request the review of Policy 606.50 at the December 2, 2025 Committee of the Board meeting be considered the First Reading of the three reading process

52

- That the review of the policy at the December 16th Board of Education meeting will be considered the second reading.

NEW POLICY: Policy 606.5 Selection and Reconsideration of Library Material

*Adopted:*_____
*Revised:*_____

606.5 LIBRARY MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

II. GENERAL STATEMENT OF Policy

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the Superintendent or the Superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with licensed school library media specialists/school librarians. School administrators and library staff shall place principle above personal opinion and reason above prejudice in selection of library materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library materials. In addition, students shall be permitted to read or view library materials in which they have an academic or personal interest.

Parents and guardians have the right and the responsibility to determine their children's access to library materials.

III. DEFINITIONS

A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

The term "library" refers to the resources within a specific school building.

Minnesota Statutes, section 124D.991, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;

2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;

3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;

4. has technology and Internet access; and

5. is served by a licensed school library media specialist or licensed school librarian.

B. "Library collection" consists of the library materials made available to students.

C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials. This term does not include materials made available to students as part of the curriculum.

D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

A. The school board recognizes the expertise of the school district's library media specialists and the vital need of such staff to be responsible for selection of library materials.

B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.

SELECTION OF LIBRARY MATERIALS

A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:

1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;

2. Library materials shall be chosen to enrich and support the curriculum

as well as to promote reading for pleasure by responding to the personal needs and interests of student users;

3. Library Materials Present opposing sides of controversial issues so that students may develop with guidance the practice of critical analysis;

4. Library materials will be representative of contributions by race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, or disability.

5. Library staff shall place principle above personal opinion and reason above prejudice in selection of library materials of the highest quality;

6. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;

7. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):

    a. Artistic quality and/or literary style;

    b. Authenticity;

    c. Critical thinking;

    d. Educational significance;

    e. Factual content;

    f. High interest for intended audience; and

    g. Readability.

8. The selection of library materials shall conform to the constraints of the school district budget.

9. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

10. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist.

11. Gifts and Donations of Library Materials-
    Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from

individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

V. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

VI. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy. In compliance with Minn. Stat. § 134.51**,** the school district will not ban, remove, or otherwise restrict access to a book or other material based solely on its viewpoint or the messages, ideas, or opinions it conveys.

Students or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness.

Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials, based on appropriateness, has been made.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

The School Board delegates the responsibility for developing and managing a process for reevaluation of library materials to the Superintendent and/or their designees.

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Stat. § 134.51, (Access to Library Materials and Rights Protected).
Minn. Rules Part 8710.4550 (Library Media Specialists)
Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)

Procedure

606.5.1 RECONSIDERATION OF LIBRARY MATERIALS

I. Informal Request for Reconsideration of Specific Library Material

A. Requests for reconsideration of specific library material shall be directed to the library media specialist and/or the building principal. The building principal and/or the library media specialist shall assume responsibility for processing the request on an informal basis.

B. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.

C. If the request is not resolved informally, the principal shall convene a school-level review committee.

II. School Level Request for Reconsideration of Specific Library Collection Material

A. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Formal Request for Reconsideration of Specific Library Collection Material* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The complainant must acknowledge that they have read the complete work before submitting a request for reconsideration.

B. The complainant fills out a Request for Library Materials Reconsideration form. This form is available from staff in the school's main office and online.

C. The completed form is then submitted to the school's main office.

D. The principal shall, within 10 teaching days after receiving the complaint, bring together a committee that includes a building administrator, 2 classroom teachers, 1 school support staff or parent/guardian volunteer, and a licensed library media specialist (not assigned to that school).

E. The committee will evaluate the challenged material for appropriateness and determine one of the following courses of action:

1. Retain the item in question for unrestricted use by students.

2. Attempt to accommodate the complainant without denying access to the item in question to all students.

3. Make the item in question no longer available to students.

F. The Principal shall inform the complainant of the committee's decision.

G. If the complainant or any staff member involved is not satisfied with the decision reached by the school-level review committee, they may appeal to the District Level Library Materials Review Committee. The appeal must be submitted to the principal within 7 school days of receiving the decision.

III. District Level Reconsideration Appeal of Specific Library Collection Material

A. In the event of an appeal to the district review committee, the Superintendent or the Superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:

1. One member of the school district administration

2. One principal

3. Two teachers

4. One library media specialist or district-level library media specialist

5. Two members of the school district community with no direct connection with the request for reconsideration

6. Two student representatives (for challenges at secondary schools)

B. The Review Committee shall establish a date within 30 days of receiving the appeal upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.

C. The Review Committee

1. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;

2. shall examine the specific library material as a whole;

3. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and

4. shall submit a written report to the Superintendent or the Superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.

D. The complainant shall have the right to appeal the decision of the District Level Review Committee to the school board.

E. In compliance with *Minn. Stat. § 134.51* the Superintendent or the Superintendent's designee will report the reconsideration of the specific library material and the results of the reconsideration process to State Library Services via their online form.

REQUEST FOR LIBRARY RECONSIDERATION FORM
The purpose of this form is to submit concerns about library materials, in accordance with Saint Paul Public Schools (SPPS) policy 605.5 – Selection and Reconsideration of Library Materials. Please see the SPPS policy and procedure manual at https://www.spps.org/about/board-of-education/board-policies-procedures.

Complainant Information

Name:	Phone Number:	Check one: ☐ Student ☐ Parent ☐ Guardian
Address:		

Material Being Questioned (According to Minn. Stat. § 134.51, A public library must not ban, remove, or otherwise restrict access to a book or other material based solely on its viewpoint or the messages, ideas, or opinions it conveys)

Title:	Author:
Publisher:	
This book is held in the School Library Collection at:	
Why are you questioning this work? (attach additional page if necessary)	

Action Requested

- ☐ I am requesting a reconsideration of this work for inclusion in the above listed library collection.
- ☐ I am requesting an explanation as to why this work is included in the above listed library collection
- ☐ I would like to suggest an alternate or opposing viewpoint title
  - Title:
  - Author:
  - Publisher:

Did you read or review the work you would like reconsidered in its entirety?

- ☐ Yes
- ☐ No

Signature	Date

(required to move forward with reconsideration)

Policy Update

Committee of the Board of Education Meeting

December 2, 2025

Saint Paul
Public Schools

Rescission of Policy 702.01 - Bonded Officers and Employees

Committee of the Board of Education Meeting
December 2, 2025

Daniel Moser, Executive Director of Financial Services

Policy 702.01 Bonded Officers and Employees

Current Policy:

1. Last revised 2008.

Policy Changes

1. Asking to recind this policy.
2. **Reason:** *MN Statute 123B.14 Subd. 6 - Performance Bond*; When the duty devolves upon any person employed by a board to receive money and pay it over to the treasurer of the district, the district must require a bond from such person and pay all premiums therefor. The amount of each bond shall be fixed by the board and the bond approved by it. The bond must be not less than $500 conditioned for the faithful performance of the duty and be filed with the clerk. **In lieu of individual bonds, the district may prescribe and keep in effect a schedule or <u>position insurance policy</u> or blanket bond in such aggregate amount as the district determines, insuring the fidelity of such persons in the amount of not less than $500 for each such person.**

62

Questions?

63

Action Requested

- Request the review of Policy 702.01 at the December 2, 2025 Committee of the Board meeting be considered the First Reading of the three reading process

64

- That the review of the policy at the December 16th Board of Education meeting will be considered the Second Reading.

~~Adopted: 1974 Saint Paul Public School Policy 702.01~~
~~Revised: 12/4/1984; 6/17/2008~~

~~702.01 BONDED OFFICERS AND EMPLOYEES~~

~~I. BONDED OFFICERS AND EMPLOYEES~~

1. ~~Board members and employees who are responsible for transactions involving monies of the District shall be bonded in such amounts as the Board determines.~~
2. ~~The District Treasurer shall give a corporate bond to the state (Reach out to MDE). The Board shall fix the specific amount of the bond in an amount sufficient to protect the District's interest and shall approve the bond. The District shall pay the bond premium.~~

~~LEGAL REFERENCES:~~

~~CROSS REFERENCES:~~

Drug Free Schools Policy 504.00

Committee of the Board
December 2, 2025

Reason for Update

Policy 504.00 was last updated in 2008.

- Current Policy
- Updated Draft Policy

Review Committee:

- Beth Coleman
- Kathy Kimani
- Laurie Olson
- Becky Schmidt

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Policy Purpose

Does not exist in current policy

POLICY PURPOSE:

The purpose of this policy is to maintain a safe and healthy environment for all by prohibiting the use of alcohol, toxic substances, medical cannabis, non intoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

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General Statement of Policy

1. Use and/or possession of controlled substances, toxic substances, or alcohol at or in any school or work location, by students, is prohibited as general policy. Paraphernalia associated with controlled substances is also prohibited.
2. No student shall use or possess alcohol, toxic substances or controlled substances at or in any school or work location.
3. The school district will act to enforce this policy and to discipline or take appropriate action against any student or other person who violates this policy.

A. Except as otherwise provided in Section IV, of this policy, use and/or possession of alcohol, controlled substances, toxic substances, non-intoxicating cannabinoids, edible cannabinoid products, or medical cannabis at or in any school or District work location, by students, is prohibited and is a violation of this policy. Paraphernalia associated with controlled substances is also prohibited.

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B. A student may not use or possess cannabis flower, cannabis products, lower potency hemp edibles, or hemp-derived consumer products in a public school, as defined by state law, including all facilities, whether owned, rented, or leased, and all vehicles that the District owns, leases, rents, contracts for, or controls.

~~3.~~ C. The school district will act to enforce this policy and to discipline or take appropriate action against any student or other person who violates this policy.

Definitions

1. “Alcohol” includes any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor.

2. “Controlled substances” include narcotic drugs, hallucinogenic drugs, prescription drugs, amphetamines, barbiturates, marijuana, anabolic steroids or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including analogues and look-alike drugs.

3. “Toxic substances” includes glue, cement, aerosol paint or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.

~~1.~~ A. “Alcohol” includes any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor that contains more than one half of one percent of alcohol by volume.

~~2.~~ B. “Controlled substances” include narcotic drugs, hallucinogenic drugs, prescription drugs, amphetamines, barbiturates, marijuana, anabolic steroids or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including analogues and look-alike drugs.

~~3.~~ C. “Toxic substances” includes 1) glue, cement, aerosol paint containing toluene, benzene, xylene, amyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; 2) butane or a butane lighter; or ~~3.~~ any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner of the Minnesota Department of Health.

Definitions

4. “Use” includes to sell, buy, manufacture, distribute, dispense, possess, use or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

5. “Possess” means to have on one’s person, in one’s effects or in an area subject to one’s control.

6. “School or work location” includes any school district building (whether leased or owned) or on any school district premises; in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time students are under the supervision of the school district.

~~4.~~ D. “Use” includes to sell, buy, manufacture, distribute, dispense, possess, use or be under the influence, or consume in any manner, including, but not limited to, consumption by injection, ingestion, or by any other means alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

~~5.~~ E. “Possess” means to have on one’s person, in one’s effects or in an area subject to one’s control. 71

~~6.~~ F. “School or work location” includes any school district building (whether leased or owned) or on any school district premises; in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time students are under the supervision of the school district or otherwise engaged in district business.

Exceptions

It shall not be a violation of this policy for a parent/guardian to possess on, at, or in a school or work location, for his or her student's own use, a controlled substance and associated necessary paraphernalia for which the student has a current physician's prescription. The parent/guardian and student shall comply with the District's student medication policy and relevant procedures established by District administration.

A. Minors are not permitted to possess controlled substances in a school or work location except with the express permission of the superintendent, or their designee. When such express permission is given, the minor shall comply with any other relevant procedures established by District administration.

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Enforcement

1. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

~~1~~. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

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~~2~~. B. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

QUESTIONS

74

Action Requested

Request the review of Policy 504.00 at the COB meeting be considered the first reading of the three reading process and that the review of the policy at the December Board of Education meeting will be considered the second reading.

75

Adopted: 10/16/1979 Saint Paul Public Schools Policy 504.00
Revised: 6/17/2008
Revised: 2025

504.00 DRUG-FREE SCHOOLS

I. POLICY PURPOSE

The purpose of this policy is to maintain a safe and healthy environment for all by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

~~1. Use and/or possession of controlled substances, toxic substances, or alcohol at or in any school or work location, by students, is prohibited as general policy. Paraphernalia associated with controlled substances is also prohibited.~~

A. Except as otherwise provided in Section IV, of this policy, use and/or possession of alcohol, controlled substances, toxic substances, non-intoxicating cannabinoids without proper prescription (for seizure management only), edible cannabinoid products, or medical cannabis at or in any school or District work location, by students, is prohibited and is a violation of this policy. Paraphernalia associated with controlled substances is also prohibited.

~~2. No student shall use or possess alcohol, toxic substances or controlled substances at or in any school or work location.~~

B. A student may not use or possess cannabis flower, cannabis products, lower potency hemp edibles, or hemp-derived consumer products in a public school, as defined by state law, including all facilities, whether owned, rented, or leased, and all vehicles that the District owns, leases, rents, contracts for, or controls.

~~3.~~ C. The school district will act to enforce this policy and to discipline or take appropriate action against any student or other person who violates this policy.

III. DEFINITIONS

~~1.~~ A. "Alcohol" includes any alcoholic beverage, malt beverage, fortified wine or other intoxicating liquor that contains more than one half of one percent of alcohol by volume.

~~2.~~ B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, prescription drugs, amphetamines, barbiturates, marijuana, anabolic steroids or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including analogues and look-alike drugs.

~~3.~~ C. "Toxic substances" includes 1) glue, cement, aerosol paint containing toluene, benzene, xylene, amyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; 2) butane or a butane lighter; or 3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner of the Minnesota Department of Health.

~~4.~~ D. "Use" includes to sell, buy, manufacture, distribute, dispense, possess, use or be under the influence, or consume in in any manner, including, but not limited to, consumption by injection, ingestion, or by any other means alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.

~~5.~~ E. "Possess" means to have on one's person, in one's effects or in an area subject to one's control.

~~6.~~ F. "School or work location" includes any school district building (whether leased or owned) or on any school district premises; in any district-owned vehicle or in any other district-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time students are under the supervision of the school district or otherwise engaged in district business.

IV. EXCEPTIONS

A. It shall not be a violation of this policy for a parent/guardian to possess on, at or in a school or work location, for his or her student's own use, a controlled substance and associated necessary paraphernalia for which the student has a current physician's prescription. The parent/guardian and student shall comply with the District's student medication policy and relevant procedures established by District administration.

B. Minors are not permitted to possess controlled substances in a school or work location except with the express permission of the superintendent, or their designee. When such express permission is given, the minor shall comply with any other relevant procedures established by District administration.

V. ENFORCEMENT

~~1.~~ A. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.

~~2.~~ B. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

LEGAL REFERENCES:

Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Liquor in Certain [School] Buildings or Grounds)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.22, subd. 6 (Definitions - Medical Cannabis)
Minn. Stat. § 152.23 (Limitations - Medical Cannabis)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations) 20 U.S.C. §§ 7101-7140, 7161-7165 (Safe
20 U.S.C. §§ 7101-7140, 7161-7165 (Safe and Drug-Free Schools and Communities Act)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 702, 703, 706, 707 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

CROSS REFERENCES:

413.01, Chemical Use and Abuse
413.00, Drug-Free Workplace
516.00, Students – Medications/Medical Procedures

2027-2033 Strategic Plan & Facilities Portfolio Analysis

Dr. Stacie Stanley, Superintendent

December 2 , 2025

Saint Paul Public Schools

Entry Plan Phases

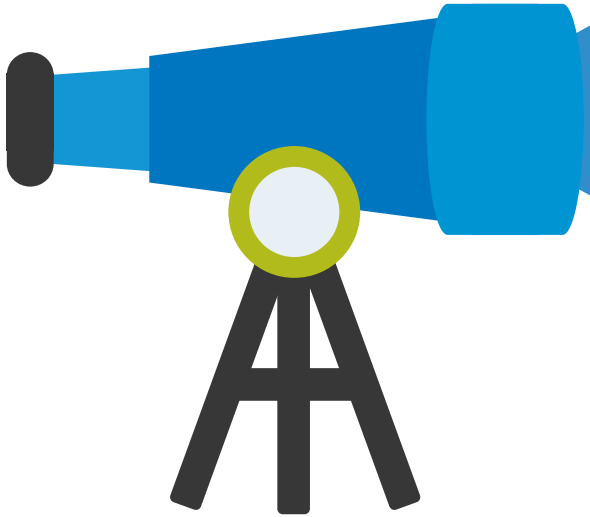
1 **Listening**
virtual and in-person meetings; attend community events; share updates through a variety of channels

2 **Learning**
review of all current policies, operating procedures, department protocols, oversight, school-based systems and structures

3 **Evaluation**
analyzing and synthesizing information gathered from stakeholders during phases 1 and 2

4 **Leading**
implementation process and sharing expectations across the system

Saint Paul Public Schools



Two interconnected, community-driven planning processes that will shape our future

1. **2026-27 to 2032-33 Strategic Plan launching our new strategic direction**
2. Facilities Portfolio Analysis ensuring equitable distribution of fiscally sound and sustainable facilities

Saint Paul Public Schools

2026- 2033 Strategic Plan

Purpose:

- Determine **Educational Needs**
- Establish **Priorities**
- Identify & **declare Strategic Objectives**
- Set **Key Indicators of Progress**
- Focus **Resources**

2026-27 Strategic Plan-Community Engagement

The new strategic plan will be built through extensive community engagement, ensuring that multiple perspectives from students, families, staff and community partners shape our direction.

Advisory Task Force - approximately 20 - 25 members

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

Saint Paul Public Schools

2026-27 Strategic Plan-Three Priority Areas

Developed from the nine themes identified during the Superintendent's 100-day entry process

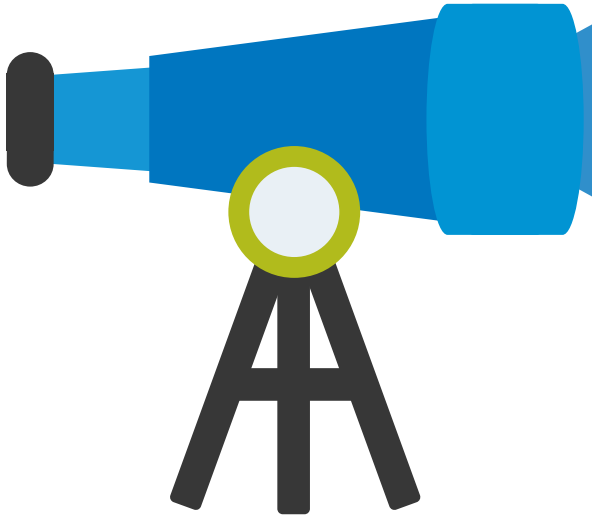
Excellence in Instruction Ensuring every student receives high-quality, culturally responsive instruction that accelerates their growth	• Achievement Gap Reduction & Academic Acceleration Initiative for every student group • Continuous Improvement Infrastructure • Special Education Programming Enhancement • ***Literacy Consistency & Coherence***
Deliberate Inclusion Creating schools where every student and staff member experiences dignity, connection and comprehensive support	• Discipline & Belonging Review • Family Communication & Language Access Standards • Special Education Programming Enhancement • Staff Retention & Recruitment Strategy
Sustainable Infrastructure Purposeful analysis of how we allocate funding for facilities, staff and programs through a lens of equity	• Analysis of Current Resource Allocation Models • Facility Upkeep, Equity Assessment, & Longitudinal Plan • Marketing & Enrollment Recovery Campaign

Saint Paul Public Schools

2026-27 Strategic Plan-Phases

January - February 2026	In-person and virtual community engagement
March - May 2026	Community feedback summary, strategy and draft development
May - June 2026	Community review and finalization
July - August 2026	Superintendent recommendation & Board adoption
September 2026	Strategic plan launch - Year 1 implementation efforts

After making $131 million in budget cuts since 2023 and reducing our fund balance to 5.12%, we must make strategic decisions now to plan for declining enrollment projections and prevent further detrimental cuts that compromise equitable outcomes for all students.



Two interconnected, community-driven planning processes that will shape our future

1. 2026-27 to 2032-33 Strategic Plan launching our new strategic direction

2. **Facilities Portfolio Analysis ensuring equitable distribution of fiscally sound and sustainable facilities**

Saint Paul Public Schools

Facilities Portfolio Analysis

The need:

- Fiscal constraints
- Innovative spaces for student programming
- Ensure every student has access to safe, well-kept, well-resourced learning environments

Any changes to our facilities configuration would be implemented in Fall 2028, providing a **full transition year (2027-28)** to support students, families and staff through thoughtful planning, staffing decisions, enrollment processes, and facility and program modifications.

Facilities Portfolio Analysis-Community Engagement

The new strategic plan will be built through extensive community engagement, ensuring that multiple perspectives from students, families, staff and community partners shape our direction.

Advisory Task Force - approximately 25-30 members

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

Saint Paul Public Schools

Facilities Portfolio Analysis-Phases

December 2025–March 2026	Foundation and collection of research and other materials: (e.g. building inventory and utilization, facility condition assessment, demographer report, St. Paul birth rates & criteria development, etc.) to inform our decisions March 2026: Board Resolution for Facilities Portfolio Review & Plan
April-September 2026	Community engagement
October-December 2026	Scenario development
January-April 2027	Community engagement on scenarios
June 2027	Superintendent recommendation
July-August 2027	Board deliberation and decision

Integration & Alignment

- The strategic planning community engagement (January-May 2026) will inform the criteria and values used in facilities decision-making
- The Strategic Plan, to be adopted in 2026, will provide a strong framework and guide for facilities decisions
- Both processes will center equity, transparency, and authentic community engagement
- The full timeline ensures we make thoughtful decisions that serve students well

Board Involvement

Strategic Plan:

- Review and provide feedback (December 2025)
- Monitor progress through updates & engagement (January-June 2026)
- Review draft plan (June 2026)
- Adopt final plan (July-August 2026)

Facilities Portfolio Analysis:

- Provide feedback on process (November-December 2025)
- Pass resolution authorizing study (March 2026)
- Monitor progress through updates & engagement (April 2026-May 2027)
- Review recommendation (June 2027)
- Deliberate and decide (July-August 2027)

Why This Approach?

1. Establishes quality engagement and trust from the onset of both processes.
2. Embeds thoughtful decision making and effective change management that ensures thoughtful transitions.
3. Centers equity throughout by explicitly examining how decisions impact our most underserved students
4. Major decisions will be informed by robust community engagement

Thank You & Reactions

Executive Summary: Strategic Plan and Facilities Portfolio Proposed Plan Overview

Saint Paul Public Schools is embarking on two interconnected, community-driven planning processes that will shape the district's direction for the next decade.

1. The first is the development of a new seven-year Strategic Plan, as we sunset SPPS Achieves and launch our new strategic direction.
2. The second is a comprehensive Facilities Portfolio Analysis to ensure there is equitable distribution of fiscally sound and sustainable facilities across our district.

Both processes are grounded in the same principles: transparency, authentic community engagement, and a commitment to belonging and dignity for every student. These efforts align directly to what the Superintendent learned during her first 100 days—that our families and students want consistency, equity, dignity and follow-through. The processes also respond to the fiscal realities facing our district: after making $131 million in budget cuts since 2023 and reducing our fund balance to 5.12%, we must make strategic decisions now to plan for declining enrollment projections and prevent further detrimental cuts that compromise equitable outcomes for all students.

Strategic Plan Development & Launch: January – September 2026

The new strategic plan will be built through extensive community engagement, ensuring that multiple perspectives from students, families, staff and community partners shape our direction. An Advisory Taskforce with representation from these groups will inform and support the development process. The plan will be organized around three priority areas that were developed from the nine themes identified during the Superintendent's 100-day entry process:

1. **Excellence in Instruction:** Ensuring every student receives high-quality, culturally responsive instruction that accelerates their growth (Literacy Consistency and Coherence, Achievement Gap Reduction & Academic Acceleration Initiative, Special Education Programming Enhancement, Continuous Improvement Infrastructure)

2. **Deliberate Inclusion:** Creating schools where every student and staff member experiences dignity, connection and comprehensive support (Discipline and Belonging Review, Special Education Programming Enhancement - inclusive culture, least restrictive environment, staff recruitment and retention strategy); Facility Equity Assessment & Longitudinal Plan (safe, welcoming spaces where students feel they belong); Family Communication and Language Access Standards.

3. **Sustainable Infrastructure:** Purposeful analysis of how we allocate funding for facilities, staff and programs through a lens of equity (Facility Equity Assessment &

Longitudinal Plan, Analysis of Current Resource Allocation Models, Staff Retention and Recruitment Strategy, Marketing and Enrollment Recovery Campaign).

The Strategic Plan development process includes multiple phases:

- **In-person and virtual community engagement** (January-February 2026)
- **Community feedback summary, strategy and draft development** (March-May 2026)
- **Community review and finalization** (May-June 2026)
- **Superintendent recommendation & Board adoption** (July 2026)
- **Strategic plan launch** (September 2026 - Year 1 implementation efforts)

The strategic plan will align with and advance the Board Initiated Goals Governance (B.I.G.G.) goals while providing a comprehensive framework for district direction over the next seven years.

Facilities Portfolio Analysis: April 2026 – August 2027

Given our fiscal constraints and the need to ensure every student has access to safe, well-resourced learning environments, we will conduct a comprehensive review of our facilities portfolio. This process is positioned as a critical component of the Strategic Plan focus area: Sustainable Infrastructure. Information gathered during the strategic planning process will play a critical role in the Facility Portfolio Analysis.

The analysis will be guided by a *Core Facilities Advisory Taskforce* of approximately 25-30 members with multiple perspectives from students, families, staff and community partners whose voices may not have been engaged in the past. We will use accordion-style engagement, which is a rhythmic process of expanding outward to gather broad community input, then contracting inward for analysis and synthesis with a core advisory group. This process was coined from the movement of an accordion instrument—the bellows expand to take in air, then compress to create sound. Likewise, we expand to listen widely, then compress to analyze deeply, then expand again to share and gather more feedback. The process includes:

- **Foundation and data collection**, e.g. building inventory and utilization, facility condition assessment, demographer report, St. Paul birth rates, etc. (December 2025–March 2026)
- **Public launch and criteria development** (April-September 2026)
- **Scenario development** (October-December 2026)
- **Community engagement on scenarios** (January-April 2027)
- **Superintendent recommendation** (June 2027)
- **Board deliberation and decision** (July-August 2027)

Any changes to our facilities configuration would be implemented in **Fall 2028**, **providing a full transition year (2027-28)** to support students, families and staff through thoughtful planning, staffing decisions, enrollment processes, and facility and program modifications.

Integration and Alignment

These two processes are distinct but intentionally aligned:

- The strategic planning community engagement (January-May 2026) will inform the criteria and values used in facilities decision-making
- The Strategic Plan, to be adopted in September 2026, will provide a strong framework and guide for facilities decisions
- Both processes will center equity, transparency, and authentic community engagement
- The full timeline ensures we make thoughtful decisions that serve students well, rather than rushed choices we may regret

Timeline	
Strategic Planning - Community Engagement	**Facilities Portfolio - Community Engagement**
• **In-person and virtual community engagement** (January–Feburary 2026) • **Taskforce work and draft development** (March–May 2026) • **Community review and finalization** (May–June 2026) • **Superintendent recommendation** (June 2026) • **Board adoption** (July 2026). • **Strategic Plan launch** (September 2026 - Year 1 implementation efforts)	• **Foundation and data collection** (December 2025–March 2026) • **Public start and community engagement- what matters most** (April–September 2026) • **Scenario development** (October–December 2026) • **Community engagement on scenarios** (January–April 2027) • **Superintendent recommendation** (June 2027) • **Board deliberation and decision** (July–August 2027)

Board Involvement

The Board of Education will have multiple opportunities to provide direction, receive updates, and make critical decisions throughout both processes:

Strategic Plan:

- Review and provide feedback on proposed process (December 2025)
- Monitor Progress through regular updates (January-March 2026)
    - Board memo updates
    - Updates at Committee of the Board meetings

- Participate in listening sessions as desired (January-March 2026)
- Review draft plan and feedback at Committee of the Board (June 2026)
- Action on final Strategic Plan (July 2026)

Facilities Portfolio Analysis:

- Feedback on proposed process (November - December 2025)
- Resolution for facilities study (March 2026)
- Monitor progress through regular updates (April 2026-May 2027)
    - Board memo updates
    - Updates at COB
- Review Superintendent recommendation (June 2027)
- Deliberate and make final decision on proposed facilities changes (July-August 2027)

Resource Requirements

Both processes require dedicated capacity and investment to execute with the quality our community deserves:

- **Staffing:** Dedicated project management, data analysis, family engagement and communications support
- **Budget:** Estimated $75,000 for facilitation, translation services, community engagement, stipends and materials

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Why This Approach?

This integrated, sequenced approach offers several important benefits:

Establishes quality engagement and trust from the onset of both processes: Strategic planning demonstrates that we listen, engage authentically and follow through. Authentic use of the information gathered during the strategic planning engagement process will foster trust.

Thoughtful decisionmaking and effective change management vs. rushed choices: The extended timeline (through fall 2028 implementation) allows for thorough data analysis, extensive community engagement, substantial time for thoughtful Board deliberation, and a full year of transition planning.

Centers equity throughout: Both processes explicitly examine how decisions impact our most underserved students and commit to improving, not perpetuating, inequities.

Honors community voice: Major decisions will be informed by robust community engagement, which broadens our outreach to garner multiple perspectives from families and students whose voices have historically been missing.

Closing

These planning processes represent our commitment to building a Saint Paul Public Schools that delivers on the promise of excellence and equity for every student. The work ahead is significant, and some decisions will be difficult. By engaging our community authentically, grounding

decisions in qualitative and quantitative data, and centering the experiences of those we serve, we can emerge as a stronger, more focused, and more equitable district.

Our families and students are not asking for perfection. They are asking for consistency, equity, dignity and follow-through. These planning processes are how we deliver on that commitment.