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

June 9, 2026
4:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **AGENDA**
   - A. Superintendent's Announcements
   - B. 2026 Legislative Outcomes
     1. Introduction
     2. Presentation 3
     3. Discussion
   - C. FY27 Budget Update
     1. Introduction
     2. Presentation 8
     3. Discussion
   - D. FY27 Board of Education Budget Discussion
     1. Introduction
     2. Presentation 49
     3. Discussion
     4. Action
   - E. SPPS Athletics Update
     1. Introduction
     2. Presentation 51
     3. Discussion
   - F. Txuj Ci HMong Language and Culture - Board of Education Motion Progress Update
     1. Introduction
     2. Presentation 63
     3. Discussion
   - G. SPPS 2033 Strategic Plan
     1. Introduction
     2. Presentation 79
     3. Discussion

H. Language Access Plan
    1. Introduction
    2. Presentation 86
    3. Discussion
I. Policy Update
    1. Introduction
    2. Presentation 106
        a. Policy 802.00 – Building and Grounds Management 162
        b. Policy 802.02 – Petitions for Consent for Rezoning 163
        c. Policy 816.00 – Environmental Health and Safety 165
        d. Policy 602.00 - Curriculum, Instruction, and Accountability 167
        e. Policy 602.01 - Inclusive and Equitable Education 174
        f. Policy 607.00 - Selection and Adoption of Instructional Materials 177
        g. Rescission of Policy 607.01 - Textbook Selection and Adoption 180
    3. Discussion
    4. Action

3. **ADJOURNMENT**
4. **WORK SESSION**
    A. Board Initiated Goals Governance (B.I.G.G.)

#BoldSubject#

2026 Legislative Outcomes

Saint Paul Public Schools

June 9, 2026
Committee of the Board

Jim Grathwol, Legislative Liaison

Gains Made in 2023 - 2025 Session Preserved

- General Education formula tied to Inflation
- Increases in Special Education and EL formula allowance and cross subsidy aids.
- Despite these increases, these programs are not fully funded and substantial cross subsidies exist.
- Medicaid Billing for school related health services

Outcomes of the 2026 Legislative Session

- Permanent School Fund Constitutional Amendment placed on 2026 Ballot :
  - Provides an additional revenue to schools of $28 per pupil in FY 2028 if approved by voters in fall 2026

- Compensatory Revenue Hold Harmless

- Others
  - Implementation of anonymous threat reporting systems
  - Grants to school districts/charters/nonpublic schools
  - Grant to Department of Public Safety

2026 Legislative Outcomes (cont.)

- SPTRFA fund improvements
  - Reduces employee contribution; increases state aid to the fund; extends suspension of earnings limitations for SPTRFA members returning to teaching service through 2030

- Health and Human Services bill
  - School Linked Mental Health Grants.
    - Non Publics and tribal schools made eligible
  - Mobile crisis service grants
  - LBO required to survey schools for on employee health insurance costs

- School Safety Grants:
  - Implementation of anonymous threat reporting systems
  - Grants to school districts/charters/nonpublic schools
  - Grant to Department of Public Safety

Board Discussion

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FY27 Budget Board Updates

Saint Paul Public Schools

Committee of the Board Meeting
June 9, 2026

2026-27 Budget Overview

SPPS is estimating a budget shortfall for 2026-27 of approximately **$14.35M**.

The $14.35 million represents 1.7% of the General Fund budget. Budget reductions are necessary to create a balanced FY27 General Fund budget.

Reasons for the budget shortfall:

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- Increased expenses, outpacing state aid revenue, including employee wages and benefits and rising costs of goods and services.
- Approximately **900 fewer students** over two years from what was expected in the 2025-26 year and the enrollment projection for the 2026-27 school year.

FY27 Budget Anticipated Revenue and Expense

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FY27 Original Anticipated Revenue

Description	Revenue
General education revenue based on projected enrollment	$518,221,857
Property taxes, including new school district referendum	$185,829,424
Additional special education and English learner aid	$40,674,213
Federal funding sources	$46,026,063
Interest earned and all other revenue	$22,360,000
New PSEO Contract	$500,000
Compensatory aid adjustment	$857,499
Total FY27 Revenue	**$814,469,056**

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FY27 Original Anticipated Expense

Description	Expense
Estimated FY26 revised budget	$791,608,561
Assumption of an overall average of 4% inflation	$31,664,186
Continued expansion of new programs (Obama, Vento, Afrocentric, etc.)	$736,173
Strategic plan development and facilities portfolio analysis	$150,000
Adding 3.0 specialist FTEs for grade 5-8 schools (1.0 per school)	$360,000
General fund transfer to food service fund	$2,300,000
Additional transportation costs beyond the 4% assumption	$600,000
Paid family leave	$1,400,000
Total FY27 Expense	**$828,819,076**

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FY27 Fund Balance Outlook

Description	Amount in Millions	Percent Fund Balance
FY26 Estimated Unassigned Ending Fund Balance	$40.13	5.07%
FY27 Budget Shortfall	**$14.35**	3.11%
Ending fund balance in FY27 with $14.35M in cost containment and use of $3.5M from restricted OPEB fund	**$43.63**	**5.26%**

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FY27 Budget Assumptions

- Based on these assumptions, the District's estimated expense could exceed its revenue in FY27 by approximately **$14.35 million** (1.7% of total budget)

  Revenue = **$814.47M** Expense = **$828.82M**

- Factors that could alter this estimated shortfall: enrollment, state funding formulas, employment contracts, health insurance, impact of new federal policies and structure pertaining to education and the economy

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All revenue and expense figures are subject to change between now and the budget adoption in June.

Budget Options - As Requested by the Board

SECONDARY

ELEMENTARY

Teacher Allocations	3 below class size average	3.5 below class size average	4 below class size average	5 below class size average
No Split Classrooms	$2,700,000	$1,600,000	$700,000	**-$1,000,000** 15
No Splits K-3	$4,600,000	$3,500,000	$2,600,000	$900,000
No Splits K-1	$7,050,000	$5,950,000	**$5,050,000**	$3,350,000
Splits K-5	**$9,000,000**	$7,900,000	$7,000,000	$5,300,000

How Are Budget Decisions Made?

District Mission & Community Values

Students, staff and families are asked what they value to help guide budget decisions

Board Parameters

The Board of Education sets guidelines for what the district should prioritize

District Budget Decisions

District leaders make decisions for funding and reductions based on the Board's parameters and community values

Budget Implementation

Principals and department leaders make choices around staffing, contracts and programming based on the funding available

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Many required expenses fall outside of these priorities and must be funded using available resources, such as utilities, insurance, state and federal mandates, staffing ratios, and other fixed costs.

Community Budget Engagement Summary

SPPS engaged with over 6,100 parents/guardians, staff, community members and students to determine our community's priorities and get feedback on the 2026-27 budget.

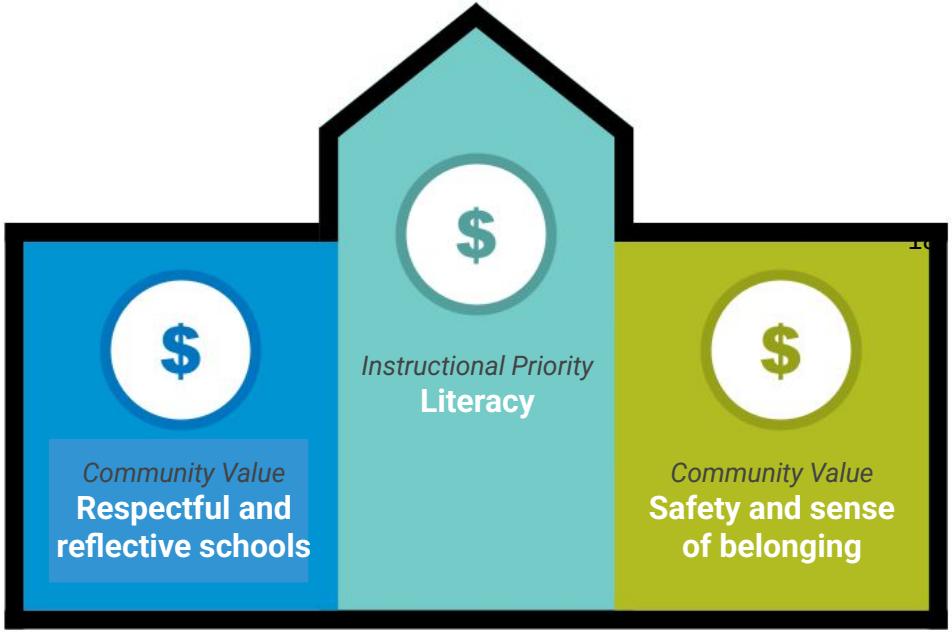
Activity	Participants	Date
Parent/Guardian Budget Surveys	1,059 parents/guardians	Dec. 11, 2025-Jan. 16, 2026
Staff Budget Surveys	1,401 staff	Dec. 11, 2025-Jan. 16, 2026 17
Student Budget Surveys	3,467 students in grades 6-12	Jan. 5-16, 2026
Fall Community Budget Meeting	86 parents, community members and staff	Dec. 11, 2025
Spring Community Budget Meeting	127 parents, community members and staff	Apr. 28, 2026
TOTAL	**6,140 participants**	**Dec. 2025-April 2026**

Community Budget Priorities

Budget decisions are guided by the community priorities gathered from engagement opportunities earlier this school year.

Survey results also showed strong support for arts and music, mental health support, required course offerings, building upkeep, college and career readiness, and language and culture programs.

Top 3 Community Priorities



Board Budget Parameters

The SPPS Board of Education created three guidelines that will be used when making budget decisions for next year:

1. Maintain district commitment to full-day pre-kindergarten
2. Retain at least 95% of instructional support services
3. Demonstrate continued commitment to language and culture programs

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The district must also maintain at least 5% of daily operating expense in reserve funds per Board policy.

Budget Priorities

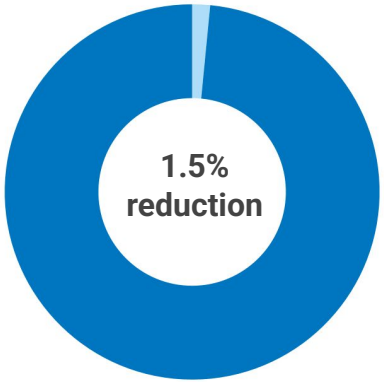
SPPS is committed to limiting the impact of budget reductions on students' experiences at school as much as possible and will honor the following priorities:

- Avoid split-level (composite) classes in grades PreK-1
- Adhere to class size averages in all schools
- Maintain full-day pre-kindergarten and kindergarten enrollment
- Retain current levels of instructional support staff
- Demonstrate continued commitment to language and culture programs

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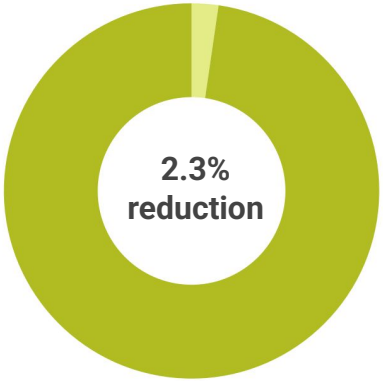
Budget Reductions

School-Related Reductions



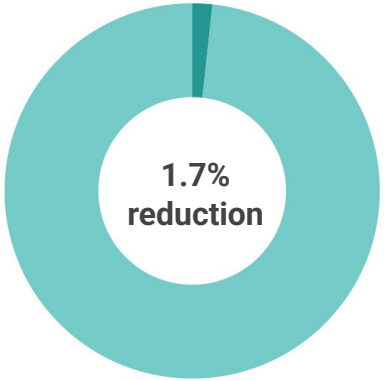
School-related services will make $10.5 million in reductions. This is a **1.5% reduction to schools'** overall budget of $683.9 million.

Non-School Related Reductions



Non-school based services will make $3 million in reductions. This is a **2.3% reduction to administrative areas'** overall budget of $130.3 million.

Total Reductions



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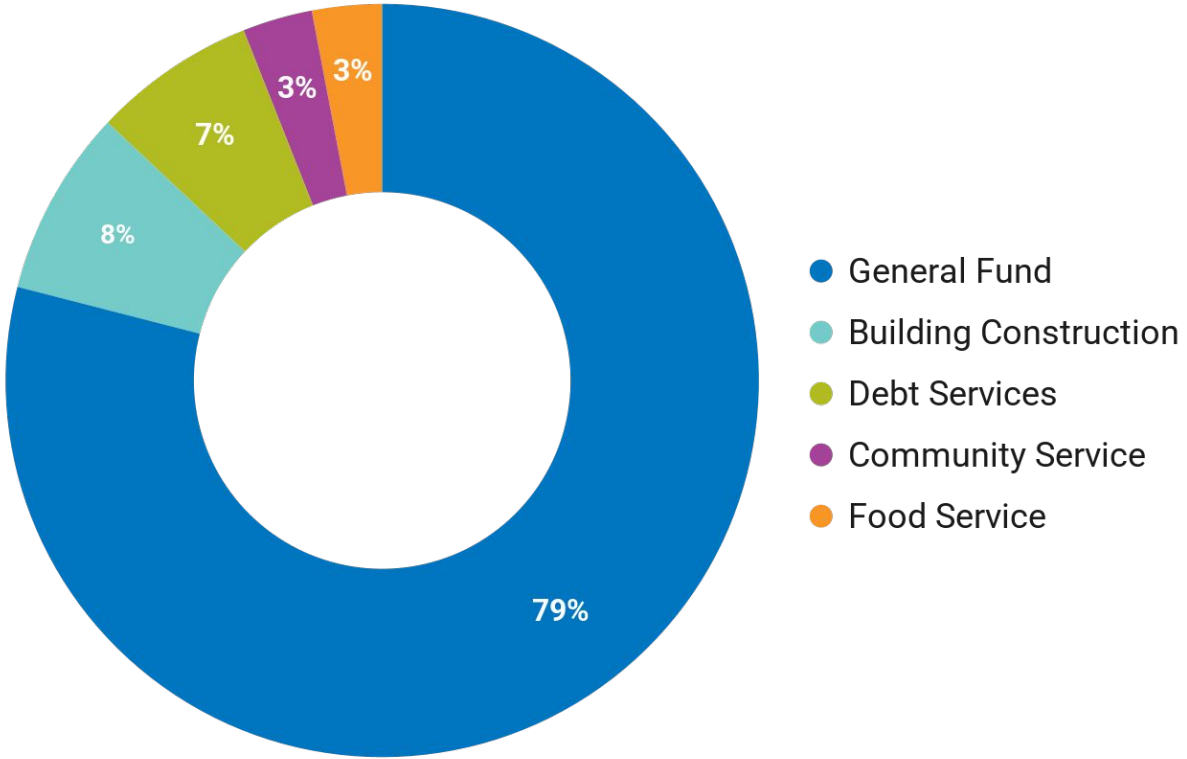
SPPS will make $14.35 million total budget reductions for 2026-27. This is a **1.7% reduction of the district's General Fund budget** of $828.8 million.

Budget Reductions

Reduction	Savings	Rationale
-90.5 School-based FTEs	$9.39M	Align school staffing with enrollment. No splits PreK-1, specialists round to 0.5; middle/high school remain staffed at 4 below class size
-25 District staff FTEs and central office expenses	$3.06M	Reductions across all central office departments
Reduce carryover to schools by 50%	$750,000	Schools will continue to have some carryover funds for discretionary expenditures
-6 FTEs attrition	$510,000	Each year, roughly 850 employees leave SPPS. Estimating reduction of 6 FTEs through attrition
Modify allocation practice for kindergarten sections	$300,000	Continue to maximize kindergarten enrollment by accepting up to 3 students over cap; adjustments in fall 2026 as needed
Fall staffing adjustments	$400,000	The district will set aside $600K for this purpose, which results in a $400K savings
2% increase to supply budgets instead of 4% increase	$240,000	Reduce standard inflationary increase by 50% for supplies
Maintain partnerships where grants are being reduced	-$300,000	Use general fund dollars to replace lost grant revenue
Total FY27 Reductions	**$14.35M**	

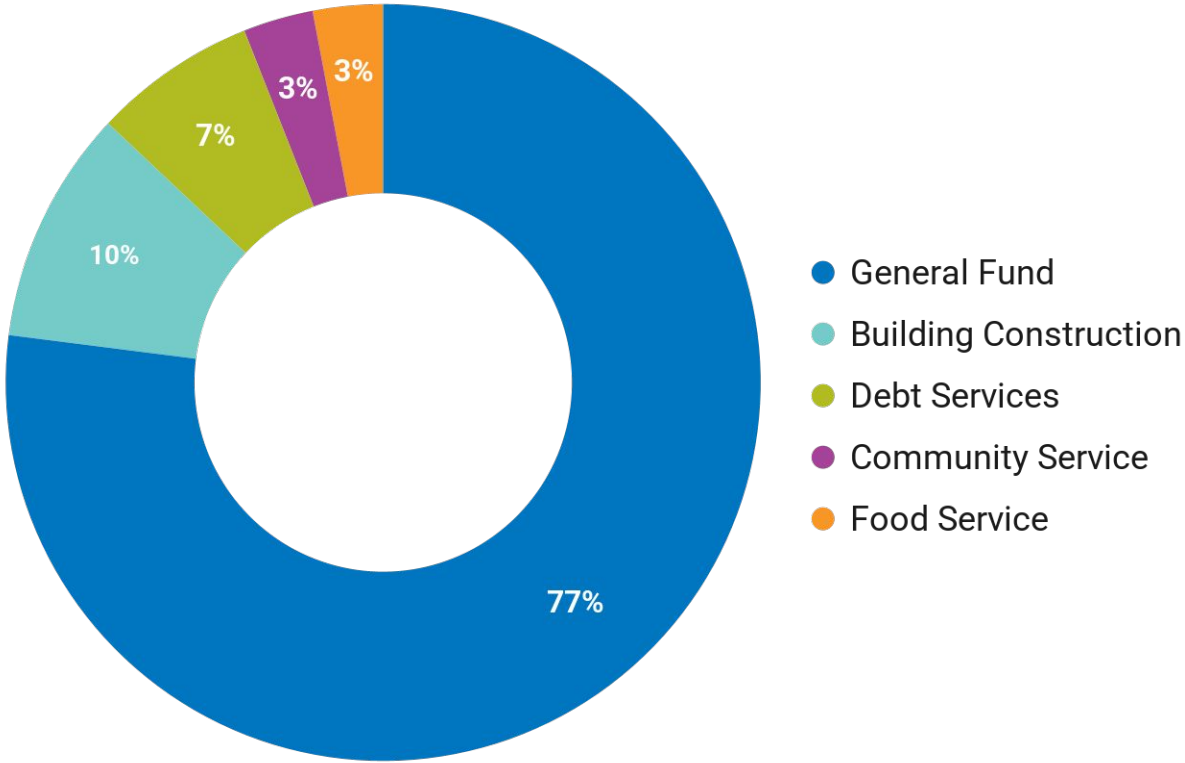
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FY27 Total Revenue by Fund



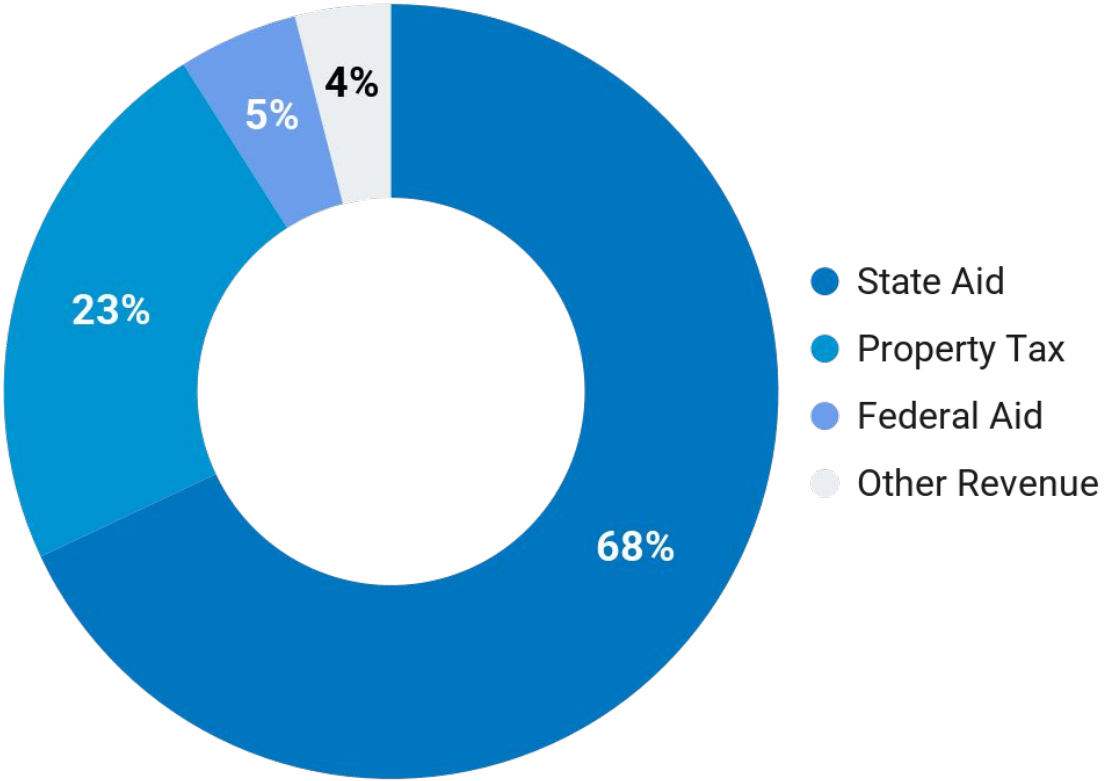
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FY27 Total Expenditures by Fund



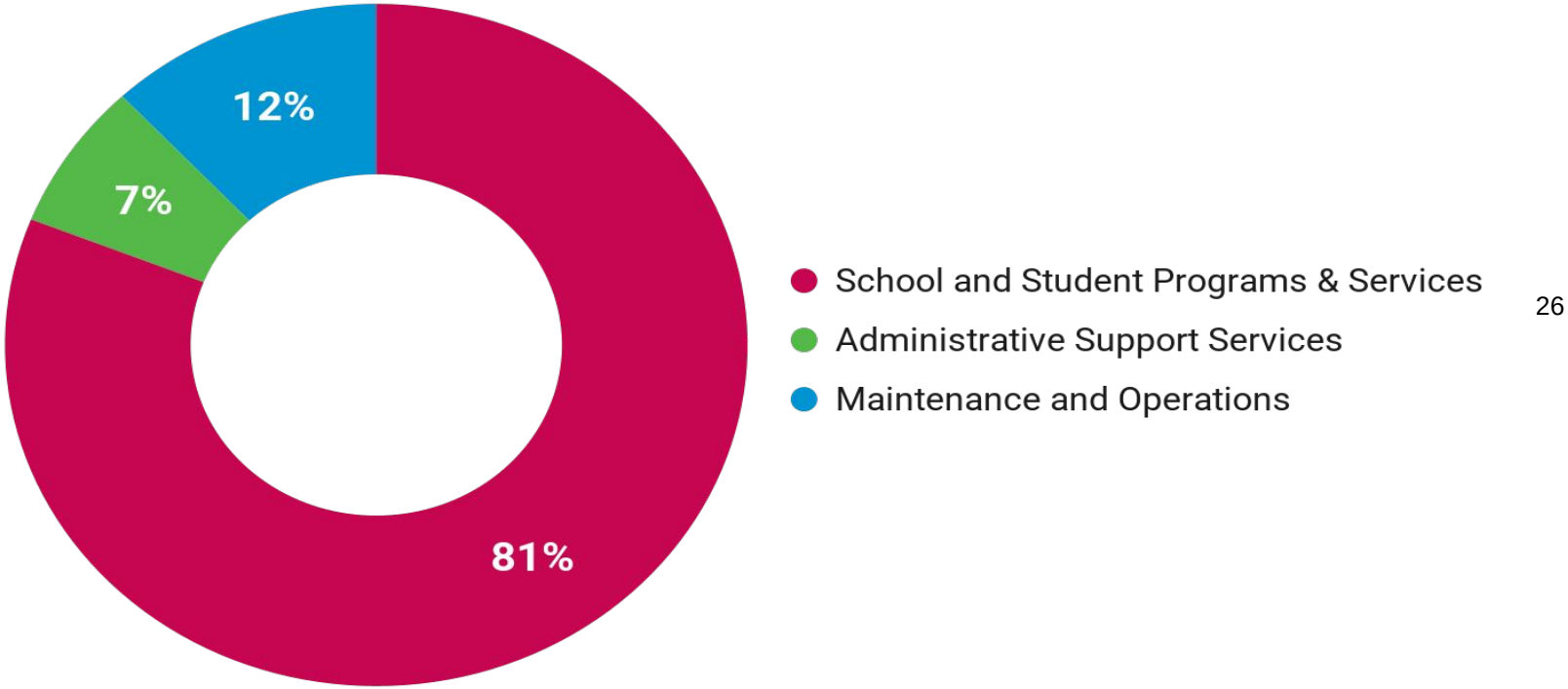
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FY27 General Fund Revenue Sources



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FY27 General Fund Expenditures



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Proposed General Fund Budget

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	$166,736,232	$129,489,648	-$37,246,584
Revenue	$776,962,785	$814,477,651	$37,514,866
Expenditures	$814,209,369	$814,463,530	$254,161
Estimated Ending Fund Balance	**$129,489,648**	**$129,503,769**	**$14,121**

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Proposed Food Service Fund Budget

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	-$1,431,370	-$1,490,520	-$59,150
Revenue	$33,864,948	$34,015,196	$150,248
Expenditures	$33,924,098	$33,793,848	-$130,250
Estimated Ending Fund Balance	**-$1,490,520**	**-$1,269,172**	**$221,348**

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Proposed Community Service Fund Budget

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	$14,450,789	$12,120.092	-$2,330,696
Revenue	$31,140,270	$33,097,035	$1,956,765
Expenditures	$33,470,966	$35,360,924	$1,889,958
Estimated Ending Fund Balance	**$12,120.092**	**$9,856,203**	**-$2,263,889**

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Proposed Building Construction Fund Budget

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	$82,279,945	$43,804,761	-$38,475,184
Revenue	$84,015,067	$84,618,498	$603,431
Expenditures	$122,490,660	$111,296,912	-$11,193,748
Estimated Ending Fund Balance	**$43,804,761**	**$17,126,347**	**-$26,678,414**

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Proposed Debt Service Fund Budget

Description	FY26 Revised Budget	FY27 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	$37,638,902	$20,234,637	-$17,404,265
Revenue	$68,881,067	$68,881,067	$0
Expenditures	$86,285,332	$69,417,995	-$16,867,337
Estimated Ending Fund Balance	**$20,234,637**	**$19,697,709**	**-$536,928**

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FY27 Budget for Board Approval

Fund	Estimate Beginning Fund Balance	FY27 Proposed Revenue Budget	FY27 Proposed Expenditure Budget	Estimate Ending Fund Balance
General Fund	$129,489,648	$814,477,651	$814,463,530	$129,503.769
Food Service	-$1,490,520	$34,015,196	$33,793,848	-$1,269,172[32]
Community Service	$12,120,092	$33,097,035	$35,360,924	$9,856,203
Building Construction	$43,804,761	$84,618,498	$111,296,912	$17,126,347
Debt Service	$20,234,637	$68,881,067	$69,417,995	$19,697,709
Total - All Funds	**$204,158,618**	**$1,035,089,447**	**$1,064,333,209**	**$174,914,856**

School & Department Position Cuts*

Employee Group	FTE Reduction	% Reduction of Employee Group
Teachers/Licensed Staff (SPFE)	93	2.74%
Educational Assistants (SPFE)	17	2.68%
School and Community Service Professionals (SPFE)	13	5.20%
Principals (SPPA)	4	2.99%
Teaching Assistants (Teamsters)	28	3.40%
Clerical and Technical/Security (AFSCME)	5	1.78%
Administrative Personnel (ASAP)	7	5.83%
TOTAL	**167**	**2.62%**

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*This data reflects eliminated positions, not employee layoffs

Estimated Impacted Staff by Employee Group

Employee Group	Estimated Probationary Terms due to Budget	Estimated Layoffs	Total Impacted Staff
Teachers/Licensed Staff (SPFE)	31	2	33
Educational Assistants (SPFE)	7	7	14
School and Community Service Professionals (SPFE)	4	3	7
Principals (SPPA)	3	0	3
Teaching Assistants (Teamsters)	10	0	10
Clerical and Technical/Security (AFSCME)	2	0	2
Administrative Personnel (ASAP)	0	0	0
TOTAL	**57**	**12**	**69**

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Placement, Bumping, Layoff Update

Employee Group	Placement	Bumping	Layoff Notice
Teachers/Licensed Staff (SPFE)	June 25	June 15	June 15
Educational Assistants (SPFE)	June 9-11	June 9-11(done in conjunction with placement)	June 15
School and Community Service Professionals (SPFE)	May 26-29	May 26-29 (done in conjunction with placement)	June 15
Principals (SPPA)	June 16	N/A	N/A
Teaching Assistants (Teamsters)	May 26-29	N/A	N/A
Clerical and Technical/Security (AFSCME)	May 14	May 14 (done in conjunction with placement)	N/A
Administrative Personnel (ASAP) **Does not have layoff because there are no recall rights in the contract.	For previously tenured staff: Occurs with teachers Non-tenured staff: N/A	For previously tenured staff: Occurs with teachers Non-tenured staff: N/A	For previously tenured staff: Occurs with teachers Non-tenured staff: N/A

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Budget Timeline Update

- All schools and departments received their budgets for FY27
- Schools hosted community budget information meetings between March 26-April 23
- Staff reduction letters were distributed to employees whose positions are being cut due to budget or non-renewed due to performance
- SPPS hosted a community budget meeting on April 28
- Three rounds of Interview and Select were held for displaced teachers
- The proposed FY27 budget was presented to the Board on May 19

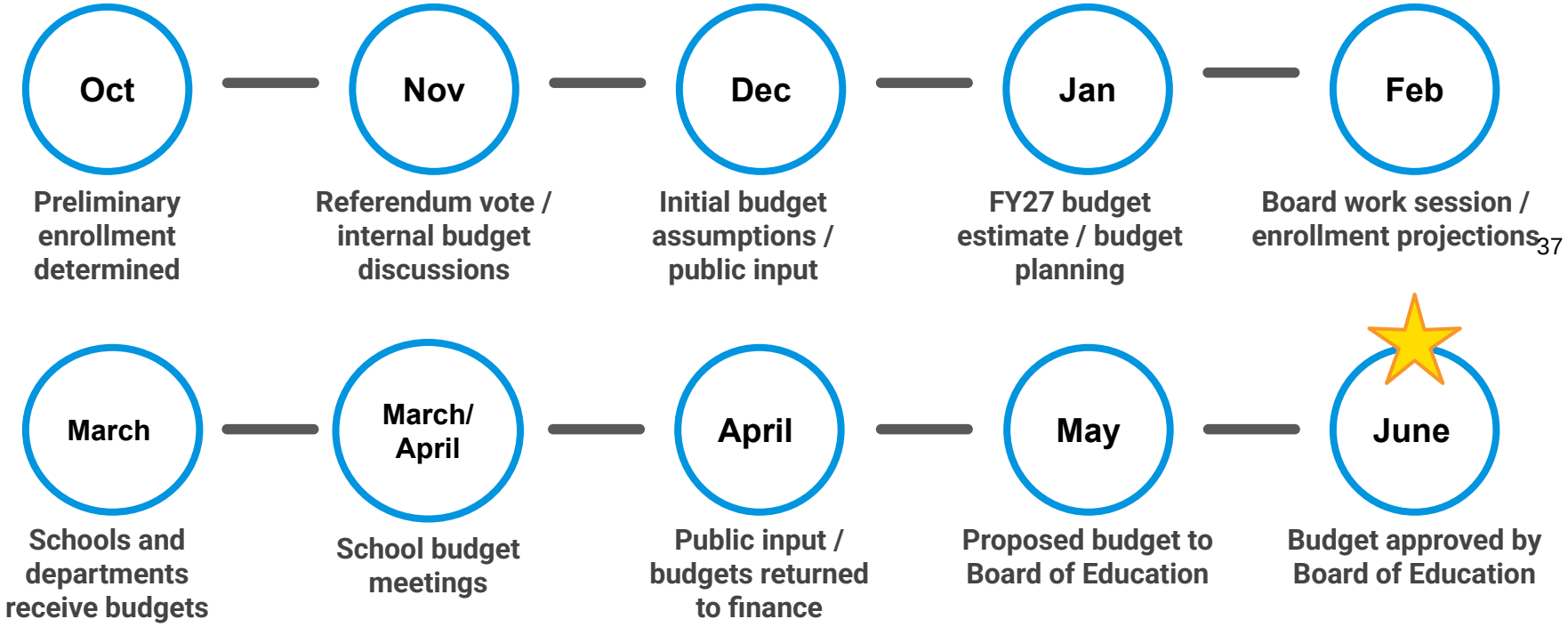
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Next Steps

- Budgetary staffing reductions and layoffs will be finalized in June
- The Board will vote to approve and adopt the budget on June 23
- The district must approve the budget by June 30

The latest updates about Saint Paul Public Schools 2026-27 budget can be found at **spps.org/fy27budget**.

2026-27 Budget Timeline



Responses to School Board Inquiries

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Board Initiated Goals Governance (B.I.G.G.)
Art & Music Update

Report the progress on the following B.I.G.G. programmatic goal:

- The amount of district funds dedicated to art and music will increase from **$243** in FY25 to **$284** per student in FY29.

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Reporting parameters:

- Measure: Saint Paul Public Schools FY27 Proposed Budget to be approved by the School Board in June 2026
- Metric: The per student amount for FY27 budgeted dollars in these areas

About the Data

- **FY27 SPPS Adopted Budget Programs Art and Music** (Source: SPPS) as defined by the Minnesota Department of Education Uniform Financial Accounting Reporting System (UFARS)
  - Art, Program Dimension 212 - Salary and benefits for visual art courses involving visual expression, including drawing, painting or printmaking, sculpture or pottery, other spatial disciplines such as architecture, and the history and theory of art.
  - Music, Program Dimension 258 - Salary and benefits for courses to impart the skills and knowledge necessary for the creation, understanding, and performance of music.
- **School Year 26-27 Estimated Enrollment (**Source: SPPS)
  - Estimated count of students in grades K-12
- **School Year 25-26 Arts Courses (**Source: SPPS)
  - Unique courses taught across SPPS for grades 6-8 for each quarter

FY27 Art & Music Per Pupil

$9M
Budgeted for art & music in FY27

Total amount budgeted:
Art - $4.3M
Music - $4.7M

30,669
SY26-27 estimated K-12 enrollment

$293
Budgeted per pupil for FY27 for art & music

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Art & Music Funding Updates:

- **$293 per pupil** is allocated in the FY27 budget
- $15 dollar increase per pupil from FY26
- 20.6% increase from 2024-25
- **The $293 per pupil allocation now exceeds the Board's** target of $284 per student by FY29.

Snapshot of Visual Art & Performing Arts Investment



Courses Offered:

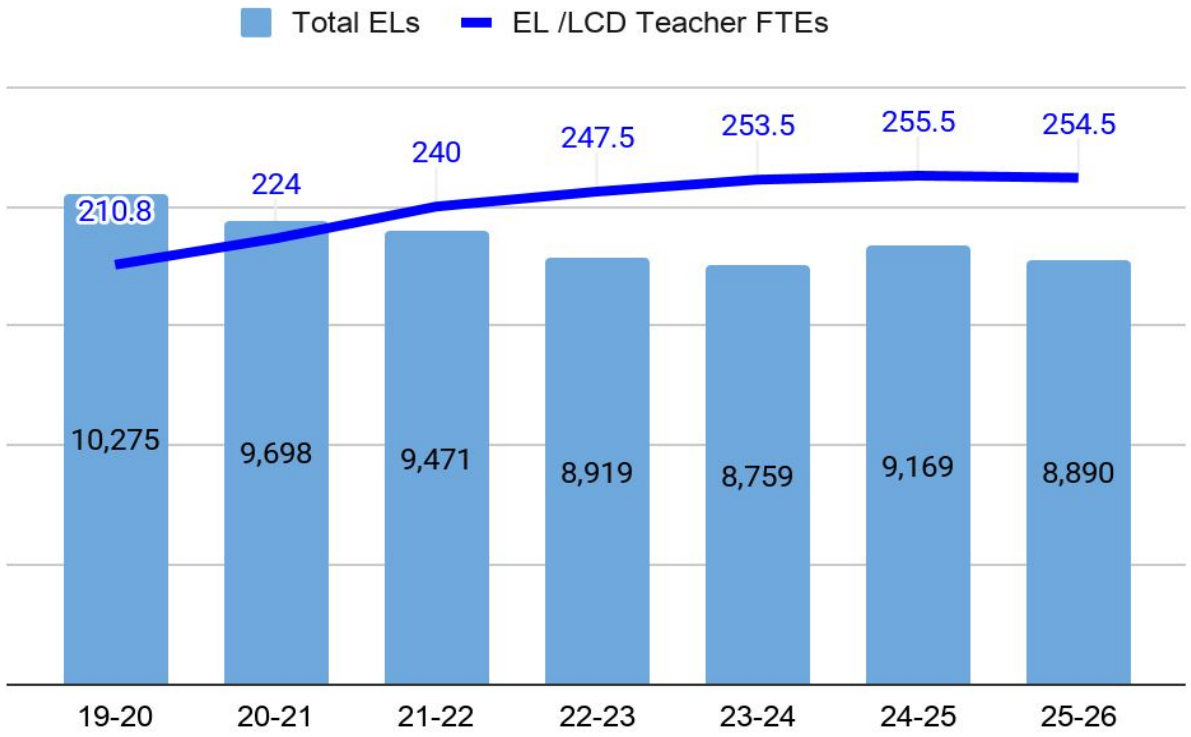
- Orchestra
- Band
- Choir
- Piano & Guitar
- Modern Music
- Theatre Arts & Acting
- Dance
- Painting
- Drawing
- Mixed Media
- Digital & Film Photo
- Media Arts
- Ceramics
- Sculpture



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6	43	85	24/7	3
Arts Magnet Schools	Courses in grades 6-8	Courses in grades 9-12	Academic Year Summer Extended Day	Districtwide Celebration of Arts
Arts Pathway	SY25-26 Q1-Q4	SY25-26 Q1-Q4	Alternative & Community	PreK-12

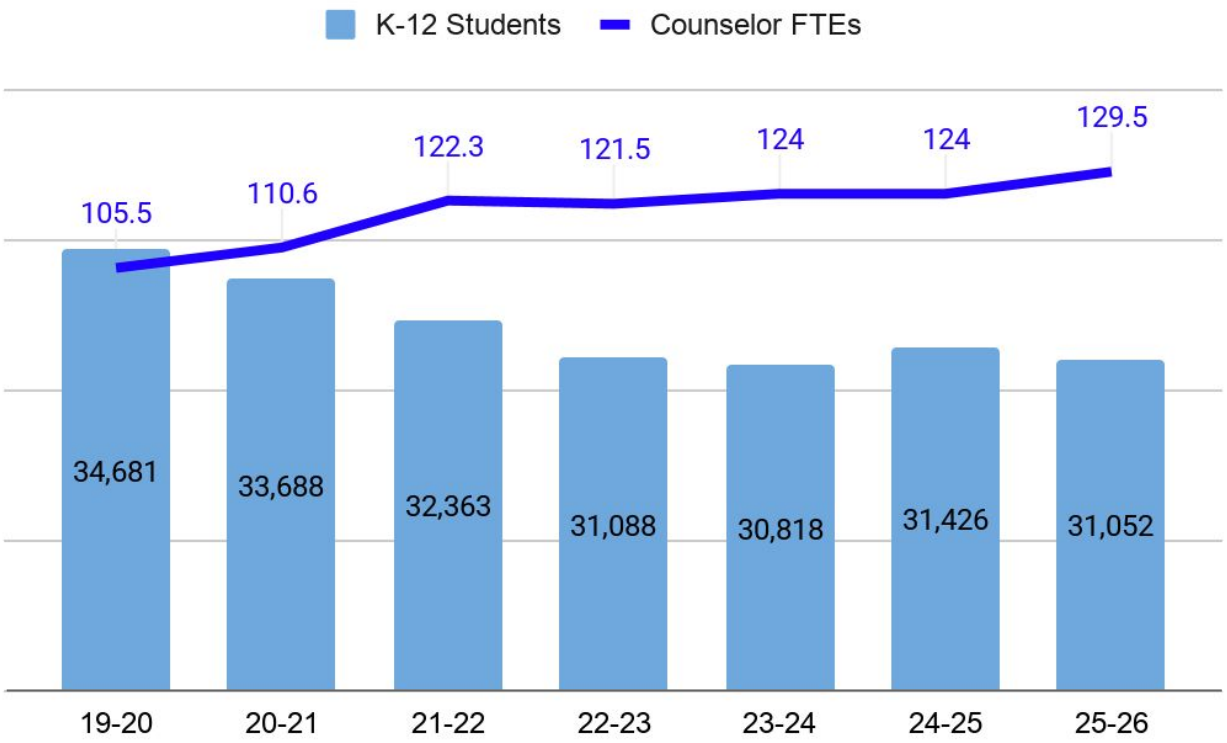
English Learner (EL) Teacher FTEs



The ratio of EL teacher FTEs to EL students has improved over the past 7 years.

The reduction in EL[43] teacher FTE allocations from 2025-26 to 2026-27 is 16.3 FTE. This is due to decreased enrollment of EL students.

School Counselor FTEs



The ratio of counselor FTEs to K-12 students has improved over the past 7 years.

Despite the counselor FTE reduction for 2026-27, the ratio will improve from 268-to-1 in 2025-26 to 256-to-1 next year. This is due to declining enrollment overall.

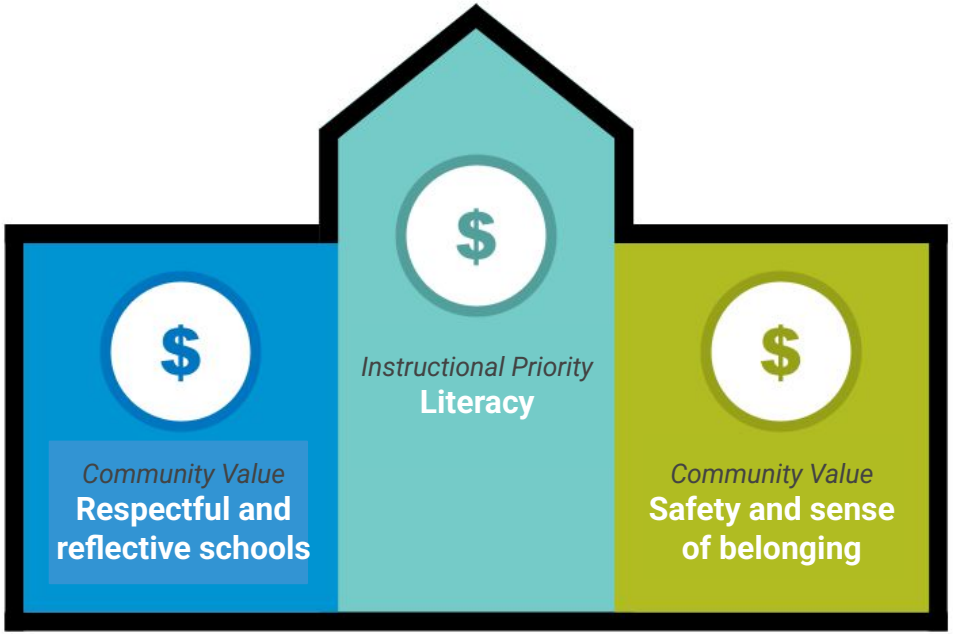
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Budget Decisions Based on Board Parameters

Board Parameter	Budget Decisions That Reflect Parameter
Maintain district commitment to full-day Pre-K	• Maintained district-funded full-day Pre-K sections
Retain at least 95% of instructional support services	• Retained current levels of instructional support staff • Adhered to class size averages in all schools • Avoided split-level (composite) classes in grades PreK-1
Demonstrate continued commitment to language and culture programs	• Sustained immersion and world language programs • Continued progression of Karen and East African programs • Upcoming launch of Afrocentric program

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Example Sustained Programs Based on Community Priorities



Respectful and reflective schools

- Sustaining Restorative Practices staffing at schools and district level
- Mental health teams and contracted services

Literacy 46

- 46 SIPPS teachers for 2026-27
- Librarian/Library EA in all schools
- READ Act Training Phase 2

Safety and sense of belonging

- Sustaining current levels of SSLs
- Maintaining American Indian curriculum and programming support

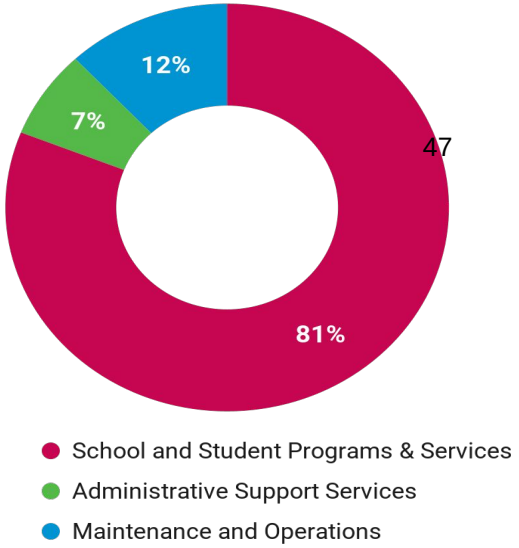
Budget Decisions Reflecting Community Feedback

SPPS community members were asked which General Fund categories they believed SPPS should prioritize when making budget decisions, after all required and essential expenses are funded.

	Students	Families	Staff
1st	School Support Services (2.58)	School & Classroom Instruction (1.42)	School & Classroom Instruction (1.51)
2nd	School & Classroom Instruction (2.90)	School Support Services (2.19)	School Support Services (2.09)
3rd	District Support Services (2.93)	Operations & Maintenance (3.30)	Operations & Maintenance (3.33)
4th	Administration (3.22)	District Support Services (3.94)	District Support Services (3.92)
5th	Operations & Maintenance (3.38)	Administration (4.16)	Administration (4.16)

Note: number in parentheses indicates the average ranking for that group

These priorities directly correspond with how the General Fund is spent.



THANK YOU

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Alternative Scenario FY 2026-27 Board of Education Proposed Budget May 2026
Budget Detail by Line Item

		FY27	FY26	FY25	FY24	FY23	FY22	FY21
Total Allocation		**626,112**	**$ 672,000**	**$ 931,312**	**$ 710,626**	**$ 1,037,967**	**$ 1,003,716**	**$ 875,942**
Carryover from Prior Year					**$0**	**-**	**$0**	**$230,550**
Total Budget Allocation		**626,112**	**672,000**	**931,312**	**710,626**	**1,037,967**	**1,003,716**	**1,106,492**
	01-005-010-000-XXXX-0000							
Acct Code	**Budget Item**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**	**Amount**
6110	7.0 FTEs Board of Education	128,000.00	140,000.00	140,000	140,000	140,000	140,000	75,600
6170	1.0 FTE Board Secretary	78,306.78	76,026.00	73,805	73,089	70,599	69,555	68,528
6110	1.0 FTE Board Administrator	141,918.55	137,785.00	133,772	129,876	122,162	120,382	119,147
6185	Other Salary - videotaping, security	8,500.00	8,500.00	8,250	6,000	6,000	6,000	6,000
6200	Benefits: FICA, PERA, Insurance	114,986.82	154,818.00	150,302	142,654	89,428	74,594	67,234
6305	Election contract with Ramsey County				-	343,931	380,061	416,570
6305	TNT prep and mailing				-	20,000	20,000	20,000
6305	Board book/courier	5,000.00	5,000.00	5,000	2,100	2,100	2,100	2,100
6305	Legal Ledger	15,000.00	17,000.00	17,000	12,000	12,000	12,000	12,000
6305	Fees for Service	10,000.00	10,000.00	86,500	55,700	-	(57,530)	-
6305	Board Training / BIGG	5,000.00	5,000.00	70,000	30,000	-		
6305	Board member photos		-	-	-	-	-	
6305	Superintendent Search			100,000				
6305	Legislative Liaison		-	-	-	113,240	134,640	132,000
6305	Board retreat	7,000.00	7,500.00	7,500	6,000	3,000	3,000	3,000
6320	Communication Services/cell phones	5,200.00	5,200.00	5,200	5,200	2,000	2,000	2,000
6366	Travel/conferences	7,000.00	7,500.00	7,000	7,000	7,000	7,000	7,000
6401	Supplies	2,000.00	1,500.00	1,300	1,300	1,300	1,300	1,300
6820	Other Memberships					-	-	85,451
6820	Council of Great City Schools	50,669.52	49,676.00	48,193	43,133	40,383	40,383	40,383
	RCLLG				3,050	300	300	300
6820	AMSD	12,133.40	11,780.00	11,436	15,750	13,000	13,000	13,000
6820	MSBA	23,396.45	22,715.00	22,054	19,750	17,000	17,000	17,000
	Board Engagement	500.00						
	Equity Committee	10,400.00						
	Sustainability Committee	4,160.00						
	Total	**629,172**	**660,000**	**887,312**	**692,602**	**1,003,443**	**985,785**	**1,088,613**
	01-005-010-000-XXXX-9551							
Student Engagement & Advancement Board (SEAB)								
6305	Student Stipends	2,000	2,000	34,000	9,100	9,100	9,100	9,100
6305	Marketing	2,000	2,000	2,000	1,400	1,400	1,400	1,400
6305	Training	4,500	4,500	4,500	3,500	3,500	3,500	3,500
6360	Bus Tokens	1,250	1,250	1,250	899	899	859	859
6360	Transportation	1,250	1,250	1,250	525	525	472	421
6401	Materials	1,000	1,000	1,000	1,000	1,000	1,000	1,000
6305	Facilitator (Est)	$40,000			-	-		
6490	Food	2,600.00			1,600	1,600	1,600	1,600
	Total	**54,600**	**12,000**	**44,000**	**18,024**	**18,024**	**17,931**	**17,880**
6368	29-005-010-160-6368-0012							
	Student Engage Fed Funds					16,500		
	Grand Total	**683,772**	**672,000**	**931,312**	**710,626**	**1,037,967**	**1,003,716**	**1,106,493**
	(Over)/Under	**-57,659.52**						

FY 2026-27 Board of Education Original Proposed Budget April 2026
Budget Detail by Line Item

		FY27	FY26	FY25	FY24	FY23	FY22	FY21
Total Allocation		**626,112**	**$ 672,000**	**$ 931,312**	**$ 710,626**	**$ 1,037,967**	**$ 1,003,716**	**$ 875,942**
Carryover from Prior Year					**$0**	**-**	**$0**	**$230,550**
Total Budget Allocation		**626,112**	**672,000**	**931,312**	**710,626**	**1,037,967**	**1,003,716**	**1,106,492**
	01-005-010-000-XXXX-0000							
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6305	Board member photos		-	-	-	-	-	
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	(Over)/Under	**$0**						

SPPS Athletics Update

June 9, 2026

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Presentation Objectives

- **Examine**: Current trends and system alignment across middle and high school athletics
- **Provide**: Clear overview of strengths, challenges, and barriers impacting participation & program delivery
- **Share**: Key factors influencing growth, including community partnerships
- **Present**: Strategic priorities and opportunities to strengthen equity, access, program quality, and alignment across SPPS

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Vision

Cornerstones of SPPS Athletics Vision:

- Provide equitable, inclusive, high-quality athletic experiences (Vision work in progress)
- Build community via sport and support the whole child
  - Creating MS & HS specific visions
  - Should know what SPPS athletics looks & *feels* like based on vision
  - Currently working with principals & AD's - Visions completed prior to start of SY 26.27

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Overarching Theme:

Know our role and strengthen community sport culture **early**!

Defining Sport Culture in SPPS

Key Idea: Sport is culture-driven. Societies shape athletics based on values, history, and environment.

National Context: ~70% of youth quit organized sports by age 13.

SPPS Context: Education-based athletics start in **middle school** (12-14). 54

Implication for SPPS: Early sport experiences are inconsistent, externally driven (club/community), and not necessarily aligned with school and educational-based athletics values.

Foundational Question: What is SPPS sport culture - Who do we serve and how will we serve them?

- We offer **middle** & **high** school sports

SPPS - Feeder Vs. Intramural

Distinction between **feeder** and **intramural** programming:

- Feeder programs support performance and pipeline building
  - Feeder systems → sustain competitive high school programs
- Intramurals support access, inclusion, and student engagement
  - Intramurals → ensure every student has a place in athletics

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So, what are we currently?

- Middle school is operating as intramural
- High school programs elevate a few high performing MS students to lower level teams, creating 'feeder system' of sorts within our own programming (16-20 week vs 8 week programming)

Core Priority 1: Community Collaboration

- **SPPS Community Ed**
  - Gymnastics & Aquatics
    - Comp & Rec levels
- **Parks & Rec**
  - Mostly In-House offerings (volleyball, baseball, softball, lacrosse, soccer, football, basketball)
  - Typically geared towards getting ages 3-12 engaged in their first years of athletic programming
- **Clubs, Local Youth Organizations, Non-profits**
  - Ex: West Side Boosters (multiple), St. Paul Capitals (hockey), AAU (basketball), Endurance United (Nordic), Blackhawks (soccer)
  - Typically higher level programming and competition

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Core Priority 2: Middle School Focus

Focus Areas:

- Ensure appropriate sport offerings
- Strengthen MS Athletic Director leadership expectations
- Increase middle school administration engagement

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Build Systems For:

- Scheduling consistency (better match-up alignment)
- Staffing/coaching development
- Student recruitment & retention

Core Priority 3: Participation & Access

Middle School → High School Pipeline

- Strengthen middle school athletics structure
- Create clear pathways into high school programs
  - Offering sports at both levels that make sense for SPPS
- Align expectations & communication (MS + HS ADs)
- Reduce barriers:
  - Cost & Funding (Not taking in enough money to provide good exp.)
  - Transportation (Currently only provided to & from competitions)
  - Awareness
    - District-Wide AD collaborate with SPPS Parent Advisory Councils

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Core Priority 4: Program Quality & Operations

Coach Development

- Clear expectations and ongoing Coach PD
- Consistent evaluation systems

Operations

- Safe, equitable, accessible facilities
- Safety and security protocols (SEM collaboration)
- Transportation strategy: Reducing access

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Communication

- Constantly evaluating our communications systems from coaches to district level

Looking Ahead - SPPS

Short-Term Goals

- Continuous: Prioritize student-athlete attendance, academic performance, and progress toward graduation
- Strengthen support at the middle school level:
  - Assist ADs, encourage principal engagement, facilitate middle & high school AD feeder school collaboration, and **funding**
- Coach and AD professional development

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Long-Term Goals

- Amplify student voice in shaping athletic programs
- Develop a clear feedback system using surveys and PAC engagement sessions
- Strengthen partnerships with local youth programming to enhance resources and community involvement

Great Things Happening!











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Txuj Ci HMong Language and Culture - Board of Education Motion progress update

Committee of the Board

Dr. Stacie Stanley, Superintendent

Jackie Turner, Executive Chief Operations

June 9, 2026

Agenda

1. Review Txuj Ci Board of Education Motion objectives (Dec. 18, 2025)
2. Progress update:
   a. New PreK-8 building timeline
   b. Specialist allocation
   c. Cafeteria efficiencies
   d. Bus safety
   e. Assembly space
3. Next steps

Board of Education Txuj Ci Motion, Dec. 18, 2025

Director Franco moved that the Board of Education directs Superintendent Stanley to do the following:

1. Move forward with the existing plan for a unified Txuj Ci, taking all steps necessary to make certain that this **new Pre-K-8 building** is operational no later than the beginning of the 2032-2033 school year;
2. Increase the **Specialist Allocation** to 5-8 programs by no less than 1.0 FTE for the 2026-2027 school year for the purpose of providing a more well-rounded educational experience to 5th grade students; and
3. Work with building administrators and district leaders to identify additional ways to maximize current space utilization in Txuj Ci upper and lower campuses including **cafeteria capacity, bussing capacity and assembly/community spaces**.

Director Carrillo seconded the motion.

Specialist Allocation

- **Objective:** Increase the Specialist Allocation to grades 5-8 programs by no less than 1.0 FTE for the 2026-2027 school year
- **Progress update - DONE:** Specialist has been allocated

Cafeteria Service

Txuj Ci: Cafeteria Improvement Plan Options

Parent concerns:

- Crowding
- Lunches late in the day
- Not enough time to eat

Considerations:

- Revise lunch schedule
- Increase efficiency in serving/operations
- Maximize usable floor space in cafeteria



Txuj Ci: Cafeteria - Current Schedule PreK-Grade 4
(139 capacity per fire code)

Times	Grades	Students/Grade	Total Students
1. 11:15 - 11:45	Kindergarten (5 classes)	112	112
2. 11:50 - 12:20	Grade 1 (4 classes)	91	91
3. 12:15 - 12:45	Early Childhood Special Education (eat in classroom)	6	6
4. 12:25 - 12:55	Grade 1 (2 classes) Grade 2 (2 classes) Autism Spectrum Disorder	104	104
5. 12:35 - 1:05	PreK (2 classes) Autism Spectrum Disorder	49	49
6. 1:00 - 1:30	Grade 2 (4 classes)	99	99
7. 1:30 - 2:00	Grade 3 (5 classes)	117	117
8. 2:00 - 2:30	**Grade 4 (5 classes)**	**114**	**114**

Parameters:

- Cafeteria maximum capacity: 139
- Start time 11:15 a.m. to end time 2:30 p.m.
- Students grouped with their grades, as much as possible
- Give all groups 30 minute lunch periods

Projected enrollment:

- Kindergarten: 114 students
- Grade 1: 112 students
- Grade 2: 135 students
- Grade 3: 146 students
- Grade 4: 114 students
- Pre-K: 40 students

Actions for Improving Student Flow and Space for Fall 2026

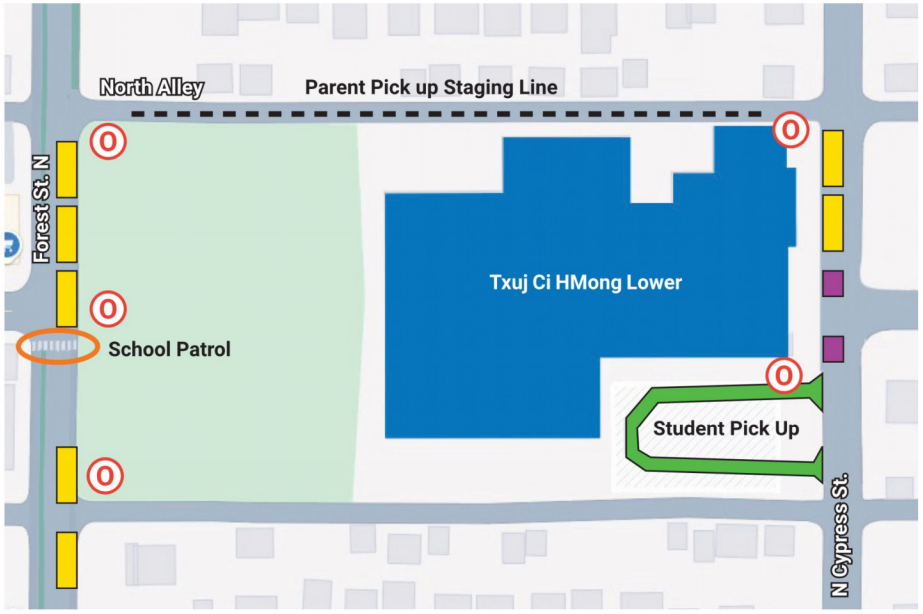
Idea	Action	Status / Approximate Cost
1. Streamline serving lines and processes	Upgrade serving equipment to increase space, improve efficiency, and enhance service flow: • Add second cashier station • Replace traditional serving lines and salad bar with integrated hot/cold bars	✅ Proceeding: $18K (equipment) $44K (Nutrition Services Assistant) $48K (construction)
2. Maximize usable floor space	Declutter cafeteria to maximize usable floor space: • Mount fans on walls/ceilings • Relocate equipment and reusable milk crates	✅ Proceeding: $5K (construction)
3. Streamline food waste disposal area	Add capacity at sorting station to speed up that process • Add 1 additional liquids bin	✅ Proceeding: <$500 Equipment ordered

Total Cost: $115,500

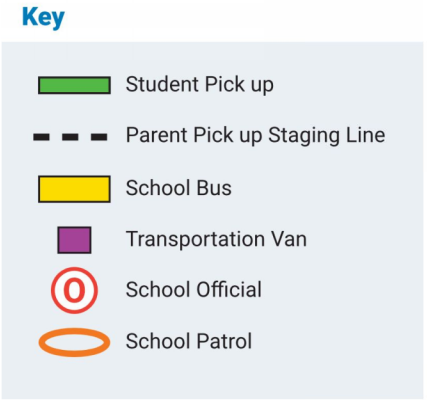
Bus Safety

Txuj Ci: Bus Safety Improvement Plan

1. Phase 1 - spring 2026 *Focus on Safety*: Implement immediate improvements around student drop-off and dismissal protocols
   - Safety plan shared with staff in early March and families at April 1-2 conferences (school reached out directly to any family not at conferences)
   - Transportation Dept. continues to check in with school to refine plan
2. Phase 2 - School Year 26-27: Address longer-term infrastructure improvements



- Dismissal Map
- School Patrols for walkers



Phase 1: Bus Safety Plan + School Patrols





Assembly Space

In Progress: Assembly Space Plan

- **Goal:** Find options for 1,000-capacity assembly space for day or evening events
- Daytime events would need to be off-site with preferable location on East Side or close proximity to school
- Evening events can be managed through SPPS high schools:
  - Central High School (714)
  - Como Senior High Schools (593)
  - Humboldt High School (559)
  - Harding (869), Highland Park (841)
  - Johnson (832)
  - Washington Technology (535-550 at tables or 650-1000 for theater event)
- Principal Xiong's preference: **Remain at Txuj Ci school site with performances during the day**

Next Steps

Next Steps

- Ongoing updates with Txuj Ci community
- Cafeteria construction and equipment Summer 2026
- Long-term plan: PreK-8 school
  - Celebrate milestones

Thank You!

JB Vang
1335 Pierce Butler Route
Saint Paul, MN 55104
https://jbvang.com

SPPS Departments:

Nutrition Services

Transportation

Family Engagement and Community Partnerships

Facilities

SPPS 2033 Strategic Plan

Dr. Stacey Gray Akyea
Executive Chief of Equity, Strategy & Innovation
June 9, 2026 Committee of the Board

SPPS 2033

- **Final Plan**
- Finalize Strategies
- Engagement
- Draft Strategies
- Engagement
- Strategy Formation team
- Engagement
- Advisory team
- 100 day plan



Community Engagement

Expansion

1

Community Meeting Leadership-facilitated

N=1973

We've worked on all the main areas, but the results aren't widely visible or understood. Additionally, different groups have very different views on what the main challenges are.

Expansion

2

Survey

N=879

All groups agree on a core principle: education is most effective when children feel seen, heard, and valued. Across the board, stakeholders emphasized the need for an environment that respects student dignity, intelligence, and individual needs.

Expansion

3

Community Meeting Student Convening

N=115

We've identified the right strategic challenges, and most of our proposed strategies were well-received. However, participants raised serious questions about how practical they are, how quickly we can implement them, and who will be held accountable

May 5-6 Student Convening

- Purpose: to receive feedback from students on decisions that directly impact their education
- 46 high school students (9-12) participated
- While students generally liked the strategies, particularly discipline and belonging, they had substantial concerns about consistency. They noticed that the ideas aren't being applied the same way from school to school—or even by different adults within the same building





May 7 Taskforce-Action Team Consultancy

- Purpose: (1) internal consistency check that the perspectives and experiences of the advisory taskforce was grounding and embedded in the creation of the plan , (2) to receive feedback from a community perspective on decisions that directly impact them
- Overall advisory taskforce members expressed agreement that their work was represented in the challenges and draft strategies.
- Taskforce members emphasized that we must stay focused on effective implementation and accountability. At the same time, we must manage our budget responsibly and ensure every single student, school, and program gets the academic support they need.

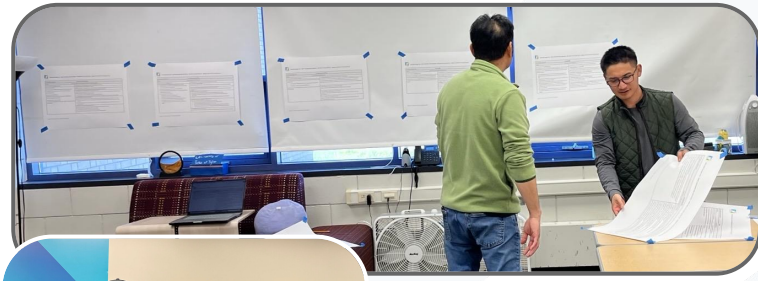


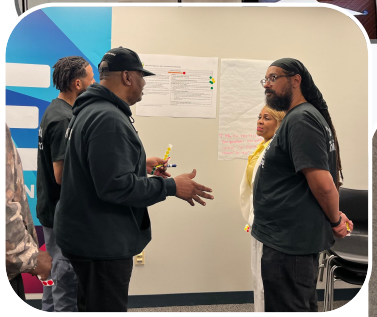


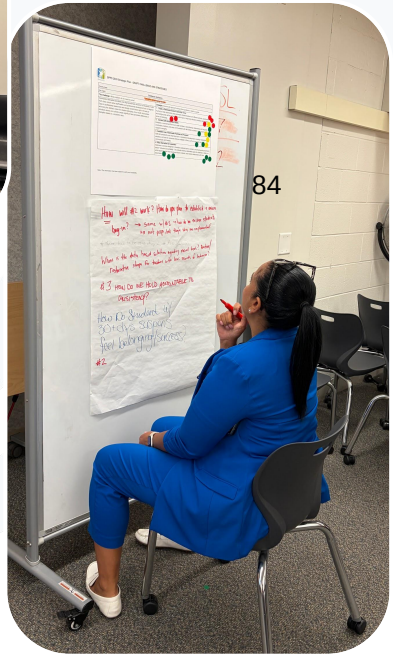


May 12 Community Engagement

- Purpose: to receive feedback from community members regarding the identified strategic challenges and strategies
- 115 participants
- Overall, the feedback was positive. Attendees were especially interested in the strategies focused on discipline & belonging and family & language access.











Preparation For Decision Making

- **May 15**: Completed proposals for strategies
- **May 28**: Proposals reviewed by Advisory Taskforce
- **June 9-10**: Dr. Macarre Traynham (Assistant Commissioner for Office of Equity and Engagement, MDE) facilitate review with senior leaders to determine which strategies will move forward into final plan
- **June 12-30**: Final plan completion
- **July 14**: Plan proposal to Board of Education for review
- **August 18**: Plan proposal to Board of Education for approval

85

Language Access Plan

Prepared by:

Office of Family Engagement & Community Partnerships
Office of Communications

Overview and Mission

- Ensure equitable access to information and empower families to engage in their children's education regardless of language proficiency or disability.

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- SPPS serves a student body with more than 115 languages and dialects spoken at home.

- The plan aligns with Title VI of the Civil Rights Act, Executive Order 13166, and Minn. Stat. § 123B.32.

Definition: Language Access Plan



Language Access Plan (LAP)

A formal document explaining how families, students and community members with limited English proficiency (LEP) or disabilities have timely, equitable access to district information, services and communication.

Legal Requirements

Minnesota Law

According to Minnesota Statute § 123B.32, every school board must develop and approve a plan to help students and parents who communicate in a language other than English or require additional assistance due to a disability.

Federal Civil Rights

Prohibits denying families access to educational services based on their primary language.

Special Education (IDEA)

Mandates that schools supply interpreters for IEP meetings and translate vital documents into the family's native language.

SPPS Board Policy

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Guarantees language support and interpretation during parent-teacher conferences.

What the plan does: Guides staff on everyday procedures, priorities, and family notifications.
Why it matters: It is a legal necessity and a vital civil rights protection for families.

Plan Requirement

To be valid, the plan cannot be a private internal memo. It must be:

- Presented to and approved by the school board
- Made publicly available
- Included in the student handbook (Rights and Responsibilities)

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Reasons for the New Requirements

Equity Lessons from the Pandemic

The COVID-19 pandemic showed that schools often struggle to communicate with all families.

- **Past Issues:** Schools relied too heavily on any bilingual staff member available.
- **Negative Impact:** This led to mistakes and inequities for many students. 91
- **The Goal:** Every family deserves high-quality information so their children can succeed.

Trained vs. Certified Interpreters

Professional Standards for Language Help

Certified Interpreters

These professionals passed a certification test proving they speak both languages perfectly and know how to interpret correctly.

Trained Interpreters

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These individuals completed classes on how to interpret. These trainings are provided by the district.

Schools must use either certified or trained interpreters. **SPPS uses trained interpreters.**

Rules for Using Bilingual Staff

Training Requirement

Bilingual staff should only act as an interpreter if they have been **trained/approved by the district.**

Emergency Situations

When an interpreter is not available, bilingual staff can be used to communicate with families in emergency situations. To communicate means to send or share information - either by speaking, writing, gesturing, or using other methods.

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Written Communications

Formal translations will be provided by the district based on specific school population needs.

Verification and Oversight Procedures

- School districts do **not** need to send their plans to the state (MDE) for approval.
- The plan must be easy for the public to find in school handbooks or on the website.
- School boards must review the plan every two years to ensure it is current.

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Consequences of Non-Compliance

Legal and Civil Rights Responsibilities

- **Civil Rights:** Following this plan is a legal requirement to protect the rights of families.
- **Accountability:** The school board and school leaders are legally responsible for making sure the plan is followed.

Important Deadlines and Timelines

Key Dates for Implementation

2025-26 School Year
School districts must write their plans and present them to their boards

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2026-27 School Year
The plan must be fully active and included in the Rights and Responsibilities handbook

Every Two Years Going Forward
The school district must review the plan and solicit school board approval

Next Steps

Board Approval

- Present plan to the Board at June COB
- Request approval from the Board at June BOE

Public Access

Publish the approved plan on **SPPS.org** and in the **Rights and Responsibilities Handbook**.

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Training & Support

- Continue ongoing On-Call Interpreters training
- Share information with school leaders and staff

Sustainability

Establish and maintain a **regular plan review process** to ensure ongoing effectiveness.

QUESTIONS?

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Saint Paul Public Schools (SPPS) Language Services Access Plan

DISTRICT 625 LANGUAGE ACCESS PLAN

Saint Paul Public Schools (SPPS) serves a diverse student body, with over 115 languages spoken at home. While a wide range of languages are present, the school district provides information, including translations and interpretation services, in the five most common languages: English, Spanish, Hmong, Somali and Karen. All families have a right to free interpretation, translation and accessibility services for any language or accommodation need.

In SPPS, we are committed to ensuring that every family has equitable access to information. Our Language Access Plan is designed to remove language barriers and empower families who prefer to communicate in a language other than English to engage in their children's education, or who require additional assistance due to a disability.

This plan supports our diverse community by ensuring families can participate in school communications, events and decision-making processes, creating a more inclusive and welcoming environment for all.

1. Purpose

This plan outlines how the district ensures **equitable access to information, services and communication** for families, students and community members with **limited English proficiency (LEP)** or require additional assistance due to a disability.

2. Legal Foundation

This plan is in compliance with:

- **Title VI of the Civil Rights Act of 1964**
- **The Individuals with Disabilities Education Act (IDEA),** which establishes the federal requirement under 34 CFR § 300.322(e) that schools ensure parents understand IEP Team meetings, and mandates communication in the parent's native language.

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- **Executive Order 13166**: Improving Access to Services for Persons with Limited English Proficiency

- **State/local education code and guidance on language access**: This Language Access Plan is intended to align with Minn. Stat. § 123B.32, which requires school districts to provide/utilize processes and procedures that effectively assist students and adults who communicate in a language other than English or require additional assistance due to a disability. The Language Access Plan provides information about the tools, processes and resources available for students, families and staff in District 625.

- Saint Paul Public Schools Board Policy **Parent/Guardian Conferences: Communication 611.00**

- All data collected for the purpose of identifying language needs, including Home Language Surveys, shall be classified and handled as private educational data in accordance with the Minnesota Government Data Practices Act (Minn. Stat. § 13.32) and FERPA.

3. Goals

- Ensure **meaningful access** to all district programs and services regardless of English proficiency and disability.

- Support **effective communication** between school staff and families.

- Provide **interpreting and translation services** that are timely, accurate and culturally appropriate.

- Ensure **quality and reliability** in language assistance to avoid educational inequities.

4. Key Language Services Provided

A. Interpretation (Oral Language Support)

SPPS provides oral interpretation for families when needed. Depending on the need, the following services are available:

  - In person: On-Call Interpreter (OCI) database and trained bilingual staff
  - Phone Interpretation: Language Line
  - Video: Language Line and On-Call Interpreters (OCI)

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- For low-incidence languages, SPPS contracts with local agencies upon request.

When to use On-Call Interpreters (requires prior scheduling):

- In-person meetings
- Help build relationships with families
- Planned events
- Parent-teacher conferences

When to use Language Line (Audio/Video):

- Emergency situations
- High-need languages
- Short, in-person meetings
- Phone calls to parents if bilingual staff is not available
- Unexpected situations
- When On-Call Interpreters are not available

Common uses: Parent-teacher conferences, IEP meetings, disciplinary hearings, school and districtwide events, phone calls and home visits.

Academic milestone communications:

- Trained interpreters will be provided for all key milestone communications regarding student academic outcomes, report card progress tracking, academic interventions, and placement determinations for specialized district programs.

On-Call Interpreter (OCI) request process:

- Staff requests interpreters through the On-Call Interpreter List
  - 24- to 48-hour advance notice preferred
  - If the language needed is not listed, that means there are currently no OCIs employed by SPPS who speak that language. For requests regarding interpreters for other languages not included, staff should email Sara Reyes or fill out the **OCI Request Form**.
  - For ASL interpreters, contact Heather Holter at heather.holter@spps.org

Families can request an interpreter directly with school staff.

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- **Language Access Cards:** SPPS provides small cards for families to request interpreting services. Schools can request cards through the family liaison at the school in multiple languages.
- **We can help you posters**: Signs informing individuals about their right to request interpreter or translation services. Posters include the 10 top languages in SPPS to help families identify the support needed. Posters at each school's front desk also allow individuals to indicate their language, enabling staff to arrange appropriate language services. Schools should post them in the office/front desk.

IMPORTANT REMINDERS:

- Students, siblings, friends or untrained staff are not allowed to serve as interpreters. Using unqualified individuals to facilitate communication between schools and parents/guardians can result in confusion or miscommunication.
- Schools will inform families that language support is available during parent teacher conferences upon request.
- On-Call Interpreters (OCIs) are approved for oral interpretation only and cannot perform any written translation.

B. Translation (Written Language Support)

- SPPS provides districtwide translations for families in Hmong, Somali, Spanish and Karen. Other languages can be accommodated upon request. Critical documents are translated into **the top languages spoken in the district**, which are, in order of incidence:
    - Hmong, Spanish, Karen, Somali
- Common translations include:
    - Enrollment materials
    - Standardized testing and assessments notifications
    - Special education documents
    - Incident/emergency communication
    - Back to school information
    - School announcements
    - District announcements
    - Promotional materials

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- SPPS provides translations for website information via Weglot for the district's main four languages. Families can view district and school websites in English, Hmong, Karen, Somali and Spanish. Viewers can select one of these language options from the drop-down menu in the header of any webpage.

- SPPS uses Finalsite Messages XR and Smore to share important messages with families via automated phone calls, emails, and text messages in the district's five primary languages. These platforms provide automatic translation functionality; staff are instructed to use them in conjunction with, not in place of, trained translators and interpreters.

C. Accommodations for Parents and Guardians with Disabilities

SPPS ensures that parents, guardians, and adult family members with disabilities can meaningfully participate in all school processes, which may include but is not limited to, IEP meetings, 504 hearings and academic conferences. The district will provide necessary reasonable accomodations—which may include American Sign Language (ASL) interpreters, tactile/DeafBlind interpretation and relay services—free of charge upon request.

5. Identifying Language Needs

- Student demographic information is collected annually in Infinite Campus, the student information system used in SPPS to collect and manage information including enrollment, demographics, address, attendance, assessment, grades and disciplinary records. Families' language preference is recorded during **enrollment/registration** and is updated annually.

- To stay in compliance with state and federal law, all students must have a completed home language survey on file. This form is completed during the enrollment process.

- Infinite Campus tracks the preferred language of communication for families.

6. Staff Roles And Responsibilities

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School Staff Responsibilities

- **Front office staff** must know how to access interpreters, Language Line and translation services.

- **Teachers and administrators** should request services when planning meetings or sending home critical information.

- **Bilingual educational assistants/liaisons** serve as key contacts in schools with high-need populations.

District Staff Responsibilities

- **Translation services:** The translations team in the Office of Communications provides districtwide translations for families in Hmong, Somali, Spanish and Karen and other languages upon request, and monitors the Hmong, Karen, Somali and Spanish district phone lines. They also offer expertise in multilingual communication strategies to ensure effective, inclusive, and culturally responsive engagement with diverse communities.

- **Special Education translation and interpreter services:** The Office of Specialized Services (OSS) hires and maintains a team of Special Education Interpreters for the high-incidence languages (Hmong, Somali, Spanish, and Karen). This team of interpreters provides written translation of the Prior Written Notice and verbal interpretation of all due process activities across the district for those families who need translation and interpreter services. For other languages, OSS uses interpreters from the On-Call Interpreter List and other local contracting agencies.

- **Districtwide cultural specialists:** The Office of Family Engagement & Community Partnerships has four Districtwide Cultural Specialists. They serve as essential bridges between Hmong, Karen, Somali and Spanish-speaking families and school staff. They work closely with the Parent Advisory Councils and partner with schools to support the needs of multilingual families, fostering strong relationships and equitable access to education across the district.

  Additionally, cultural specialists play a key role in creating a welcoming and inclusive environment where all families feel supported and connected. They promote cultural understanding by educating school staff about the cultural

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backgrounds and unique experiences of multilingual families, contributing to a more inclusive and culturally responsive school community.

- **Family Engagement Language Services for Families** give schools, programs and departments access to the On-Call Interpreters database and Language Line to remove barriers for families to be able to participate in their students' education.
    - **Language Line** is a service contracted by SPPS that enables school staff to communicate with parents via phone or video when in-person language support is not available. All departments and schools have access to Language Line. The Office of Family Engagement ensures that all schools have the training and information they need to access these services.
    - **On-Call Interpreters** are professionals available to support parent-teacher conferences, school events, meetings and more. School staff can access a database of trained and approved interpreters to meet a variety of communication needs.

7. Interpreter and Translator Qualifications

All interpreters and translators must meet district standards for language proficiency and professional conduct. If the interpreter doesn't have previous certification or training, the district will provide professional development in the following key areas:

- **Confidentiality** – Ensuring all information is kept private and secure
- **Accuracy** – Providing precise and faithful interpretation and translation
- **Neutrality** – Remaining impartial in all interactions
- **Educational Terminology** – Understanding and correctly using terms commonly used in school settings

8. Notice of Language Services

- The district informs families of their right to free interpretation and translation services through multiple communication channels, including:
    - School websites
    - Enrollment packets
    - Front office signage
    - Annual notifications

- Language access cards
- School newsletters
- Rights and Responsibilities Handbook

9. Emergency and Urgent Situations

- Interpreters and Language Line are used for **same-day or emergency interpretation needs** (e.g., illness, disciplinary actions). *An **interpreter** is a **trained professional** who **facilitates communication between people who speak different languages**, usually in real-time.*
    - *MDE DEFINITION: An interpreter is a person who listens to a communication in one language (source language) and orally converts it to another language (target language). The Interpreter must retain the same meaning as the original message without omitting information, summarizing or otherwise altering the message and without adding the interpreter's own thoughts or opinions.*
- When an interpreter is not available, bilingual staff can be used to **communicate** with families in emergency situations. ***To communicate** means to **send or share information**—either by speaking, writing, gesturing, or using other methods.*
- If the situation requires a written communication, translations will be provided based on school population.

10. Monitoring and Evaluation

Saint Paul Public Schools (SPPS) regularly reviews and evaluates the Language Access Plan to ensure it effectively meets the needs of our diverse community. The plan is formally reviewed and updated by the SPPS Board of Education every two years.

SPPS values community input and is committed to providing high-quality language access services. Any person who believes they have been denied meaningful access to district programs or services because their language or disability accommodations under this Access Plan were not effectively met may file a formal appeal. To provide feedback or file a complaint, please contact:

Sara Reyes
Email: sara.reyes@spps.org
Phone: 651-744-2769
Address: 360 Colborne Street, Saint Paul, MN 55102

Saint Paul
Public Schools

Policy Update

Policies

802.00 Building and Grounds Management

802.02 Petitions for Consent for Rezoning

816.00 Environmental Health & Safety

FIRST READING
Policy 802.00 – Building and Grounds Management

Saint Paul Public Schools

Committee of the Board Meeting of the Board of Education
June 9, 2026

802.00 Buildings and Grounds Management

Current Policy:

Last revised 2008

BUILDINGS AND GROUNDS MANAGEMENT

Building and grounds maintenance, remodeling and physical improvement are the responsibility of the Office of Plant Planning and Maintenance. Such work shall be performed only by qualified individuals or groups with prior written approval by the Chief of Operations or designee.

Policy Changes:

I. POLICY PURPOSE

The purpose of this policy is to establish clear accountability for the planning, maintenance and improvement of District facilities. Facility-related activities must align with and support the District's Strategic Plan.

II. GENERAL STATEMENT OF POLICY

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A. **Oversight:** The District's Facility Department is responsible for all actions related to maintenance, remodeling, and physical improvements of Buildings and Grounds.

B. **Strategic Alignment:** All proposed improvements must demonstrate a contribution to the goals outlined in the District's Strategic Plan.

C. **Authorization & Execution:** Work shall be performed exclusively by qualified personnel or groups, with prior written approval from the Executive Chief of Operations or their authorized designee.

802.00 Building and Grounds Management

Current Policy:

Last revised 2008

BUILDINGS AND GROUNDS MANAGEMENT

Building and grounds maintenance, remodeling and physical improvement are the responsibility of the Office of Plant Planning and Maintenance. Such work shall be performed only by qualified individuals or groups with prior written approval by the Chief of Operations or designee.

III. DEFINITIONS

A. **"Maintenance"** means the active, technical upkeep of a building's property, infrastructure and systems - including grounds, physical structure, and mechanical or electrical equipment - to ensure safety, efficiency, and longevity.

B. **"Physical improvements"** means the permanent, material additions or alterations to real property that increase its value, utility, or aesthetic appeal. These upgrades go beyond routine maintenance or repairs, involving structural enhancements, remodeling, or new construction.

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C. **"Planning"** means the strategic process of designing, locating, and managing physical workspaces—including buildings, equipment, and systems—to align with an organization's long-term business goals, maximize efficiency, and support future growth.

D. **"Remodeling"** means the process of altering the structure, layout, or function of an existing building or room.

Questions?

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Recommended Action

- Request the presentation of the proposed updates to Policy 802.00 – Building and Grounds Management at the June 9, 2026 Committee of the Board meeting be considered the First Reading; 112

- and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on June 23, 2026, as no substantive changes have been made.

FIRST READING
Policy 802.02 – Petitions for Consent for Rezoning

Saint Paul Public Schools

Committee of the Board Meeting of the Board of Education
June 9, 2026

802.02 Petitions for Consent for Rezoning

Current Policy:

Last revised in 2008

PETITIONS FOR CONSENT FOR REZONING

1. When the School District is petitioned for Consent of Adjoining Property Owners to Rezoning, the Board shall review the proposed rezoning to determine if the School District is adversely affected. The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning.

2. If the Board determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form with a disclaimer indicating that the Board neither supports nor disapproves the proposed rezoning. If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form.

Policy Changes:

I. POLICY PURPOSE

The Board of Education recognizes that land-use decisions in the community directly impact the safety, environment, and operational integrity of school sites. The purpose of this policy is to establish a standardized process for reviewing and responding to proposed zoning changes, variances, or developments adjacent to District property.

II. GENERAL STATEMENT OF POLICY

A. Evaluation Criteria When notified of a proposed rezoning or land-use change, the District shall evaluate the proposal based on its potential impact on:

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1. **Student Safety:** Changes in traffic patterns, pedestrian crossings, or increased high-density transit.

2. **Environmental Health:** Potential increases in noise, light pollution, air quality issues, or hazardous material usage.

3. **Operational Integrity:** Encroachment on school boundaries, privacy of playgrounds/classrooms, or interference with future expansion plans.

802.02 Petitions for Consent for Rezoning

Current Policy:

Last revised in 2008

PETITIONS FOR CONSENT FOR REZONING

1. When the School District is petitioned for Consent of Adjoining Property Owners to Rezoning, the Board shall review the proposed rezoning to determine if the School District is adversely affected. The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning.

2. If the Board determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form with a disclaimer indicating that the Board neither supports nor disapproves the proposed rezoning. If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form.

Policy Changes:

B. Petitions for Consent If the District is petitioned for formal "Consent of Adjoining Property Owners," the following protocols apply:

1. **Review Requirement:** The Board or designee shall conduct a formal impact assessment.

2. **Petitioner Responsibility:** The proposer must provide the District with a detailed site plan, a traffic impact study (if applicable), and evidence that all other affected neighbors have been notified. 115

3.**Neutral Consent:** If no adverse effects are identified, the Clerk of the Board may sign the consent form. This signature shall include a mandatory disclaimer stating: *"The Board of Education provides this consent for the purpose of the application process only and neither endorses nor opposes the underlying project."*

4. **Declining Consent:** If the Board identifies an **Adverse Impact**, the Clerk shall provide the proposer with a written explanation of the District's concerns and decline to sign.

802.02 Petitions for Consent for Rezoning

Current Policy:

Last revised in 2008

PETITIONS FOR CONSENT FOR REZONING

1. When the School District is petitioned for Consent of Adjoining Property Owners to Rezoning, the Board shall review the proposed rezoning to determine if the School District is adversely affected. The rezoning proposer, before submitting the petition for Consent of Adjoining Property Owners to Rezoning to the Board of Education, shall contact all affected property owners informing them about the proposed rezoning.

2. If the Board determines that the proposed rezoning will have no adverse effects on the School District, the Clerk of the Board shall sign the consent form with a disclaimer indicating that the Board neither supports nor disapproves the proposed rezoning. If the Board determines that the proposed rezoning will adversely affect the School District, the Clerk of the Board shall inform the proposer that the Board declines to sign the consent form.

Policy Changes:

C. Proactive Participation Beyond formal "Consent" petitions, the District reserves the right to provide written or oral testimony at City Council or Planning Commission hearings regarding any land-use change that may affect the educational environment.

III. **DEFINITIONS**

A. **"Adverse Impact"** Any action or decision that materially interferes with the District's ability to provide a safe, quiet, and accessible educational environment, or any change that diminishes the value or intended use of District property.

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B**. "Consent of Adjoining Property"** The statutory or municipal requirement for a property owner to obtain the District's formal signature as a neighbor sharing a common boundary (including those separated by public rights-of-way) when seeking to alter the designated zoning classification of their land.

C. **"Land Use Zoning"** The regulatory framework used by local municipalities to govern the density, type, and height of structures and the specific activities permitted on a land parcel.

D. **"School Sites"** All land, buildings, athletic fields, and facilities owned or leased by the District for educational, administrative, or operational use.

802.02 Petitions for Consent for Rezoning

LEGAL REFERENCES:

Minn. Stat. § 462.357, subd. 5

Saint Paul Legislative Code § 61.801

CROSS REFERENCES:

LEGAL REFERENCES:

Minn. Stat. § 462.357, subd. 5 (Official Controls: Zoning Ordinance, (Amendment; certain cities of the first class))

Saint Paul Legislative Code § 61.801 (Zoning Application, Petitions, and Affidavits Packet)

CROSS REFERENCES:

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Questions?

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Recommended Action

- Request the review of Policy 802.02– Petitions for Consent for Rezoning at the June 9, 2026 Committee of the Board meeting be considered the First Reading. 119

- That the review of this policy at the June 23, 2026 Board of Education meeting will be considered the Second Reading.

FIRST READING
Policy 816.00 – Environmental Health and Safety

Saint Paul Public Schools

Committee of the Board Meeting of the Board of Education
June 9, 2026

816.00 Environmental Health and Safety

Current Policy:

Adopted in 2012

PURPOSE

The District will provide a safe and healthy environment.

COMPREHENSIVE PROGRAM

1. The District will maintain a comprehensive environmental health and safety program, including maintaining all required documentation and records, to comply with federal, state and local:
   a. Regulatory agencies, including but not limited to Environmental Protection Agency, Occupational Safety and Health Administration, Minnesota Department of Health, Minnesota Department of Labor and Industry, and Minnesota Pollution Control Agency
   b. Regulations including but not limited to Asbestos Hazard Emergency Response Act management plans; blood-borne pathogens; chemical hygiene; confined space; forklift safety; Hazard Communication Standard; hazardous waste; indoor air quality; infectious waste; lead in water; radon; lockout/tagout; respiratory protection; and underground storage tanks.
   c.

Policy Changes:

I. POLICY PURPOSE

The District is committed to providing a safe and healthy environment for all students, staff, and visitors. This policy establishes the framework for identifying, managing, and minimizing workplace hazards.

II. GENERAL STATEMENT OF POLICY

The District shall maintain a comprehensive environmental health and safety program designed to comply with all federal, state, and local regulatory requirements. This includes the maintenance of all required documentation, permits, and safety records.

Primary Areas of Oversight include:

A. **Physical Hazards:** Confined spaces, fire safety, forklift safety, lockout/tagout, underground storage tanks, and worker safety.

B. **Chemical & Biological Hazards:** Blood-borne pathogens, chemical hygiene, Hazard Communication Standard (GHS), and infectious waste.

816.00 Environmental Health and Safety

Current Policy:

Adopted in 2012

PURPOSE

The District will provide a safe and healthy environment.

COMPREHENSIVE PROGRAM

1. The District will maintain a comprehensive environmental health and safety program, including maintaining all required documentation and records, to comply with federal, state and local:
   a. Regulatory agencies, including but not limited to Environmental Protection Agency, Occupational Safety and Health Administration, Minnesota Department of Health, Minnesota Department of Labor and Industry, and Minnesota Pollution Control Agency
   b. Regulations including but not limited to Asbestos Hazard Emergency Response Act management plans; blood-borne pathogens; chemical hygiene; confined space; forklift safety; Hazard Communication Standard; hazardous waste; indoor air quality; infectious waste; lead in water; radon; lockout/tagout; respiratory protection; and underground storage tanks.

Policy Changes:

C. **Environmental Hazards:** Asbestos (AHERA), indoor air quality, lead in water, and radon levels.

D. **Personal Protection:** Respiratory protection, fall protection, and general Personal Protective Equipment (PPE).

III. COMPLIANCE

The environmental health and safety program will maintain and ensure compliance within: 122

A. **Federal Agencies:** Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA).

B. **State Agencies:** Minnesota Department of Health (MDH), Minnesota Department of Labor and Industry (MNDLI), the Minnesota Pollution Control Agency (MPCA), and the State Fire Marshal (delegated to City of Saint Paul).

2. Routine workplace safety inspections and surveillance will be conducted to identify, monitor, and evaluate potential hazards.

RESOURCES AND DISSEMINATION

1. The District will provide training for employees involved in specific programs included in this policy.
2. The Board of Education commits to providing appropriate funding necessary to ensure compliance with federal, state, and local government health and safety requirements.

IV. RESOURCES

Program resources include:

A. **Proactive Monitoring:** The District will conduct routine workplace safety inspections and surveillance to identify, monitor, and evaluate potential hazards before they result in injury or illness.

A. **Training:** The District will provide mandated safety training for employees tailored to their specific roles and potential exposure levels.

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B. **Funding:** The Board of Education commits to providing the necessary financial resources to maintain compliance and facility safety.

C. **Continuous Improvement:** The District will monitor and implement "good faith" efforts to comply with new or amended laws.

D. **Best Practices:** In the absence of specific local or federal laws, the District will follow industry-standard "Best Practices" (e.g., ANSI or NIOSH standards) to manage hazards.

816.00 Environmental Health and Safety

EMPLOYEE RESPONSIBILITIES

1. All employees and contractors are responsible for maintaining the safety and environmental health standards of the District by adhering to safe work practices and following all safety rules and regulations in performing their duties.

2. District employees and contractors are responsible for reporting any unsafe working conditions, hazards or equipment.

V. ENFORCEMENT

All District employees and contractors are held accountable for the following:

A .**Adherence:** Following all established safety protocols and work practices.

B. **Reporting:** Immediately reporting unsafe conditions, "near-miss" incidents, or faulty equipment to a supervisor.

C. **Participation:** Completing all required safety training and participating in emergency drills (fire, weather, lockdowns).

D. **Feedback:** Reviewing safety protocols regularly and suggesting improvements to the environmental health and safety program.

816.00 Environmental Health and Safety

LEGAL REFERENCES:

Minn. Stat. § 123B.57

CROSS REFERENCES:

LEGAL REFERENCES:

Minn. Stat. § 123B.57 Health and Safety Projects

CROSS REFERENCES:

807 MSBA/MASA Health and Safety Policy

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Questions?

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Recommended Action

- Request the presentation of the proposed updates to Policy 816.00 – Environmental Health and Safety at the June 9, 2026 Committee of the Board meeting be considered the First Reading;

- and per Policy 209.00, that approval be through the consent agenda at the Regular Meeting on June 23, 2026, as no substantive changes have been made.

POLICY UPDATE

Policy 602.00 - Curriculum, Instruction, and Accountability

Saint Paul Public Schools

Committee of the Board Meeting

May 9, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 602.00 - Curriculum, Instruction, and Accountability

Last Updated: 1-18-2011

Added Policy Purpose

602.00 Curriculum, Instruction, and Accountability

I. Policy Purpose

The purpose of this policy is to establish a rigorous, transparent, and continuous framework for the development, implementation, evaluation, and improvement of the District's educational program. Through alignment with Minnesota state standards, evidence-based instructional practices, and ongoing stakeholder engagement, the District seeks to ensure that all students receive equitable access to high-quality learning experiences that prepare them for post-secondary success, career readiness, civic engagement, and lifelong learning.

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Policy 602.00 - Curriculum, Instruction, and Accountability

Added Statement of Policy

II. Statement of Policy

It is the policy of the District to maintain a comprehensive system of accountability governing curriculum development, instructional practices, student assessment, and program evaluation. The District is committed to providing an educational program that is academically rigorous, research-based, inclusive, culturally responsive, and responsive to the diverse learning needs, identities, experiences, and aspirations of all students.

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The District further commits to ensuring that curricular and instructional decisions are guided by educational best practices, fiscal responsibility, continuous improvement processes, and meaningful collaboration with students, families, staff, and community stakeholders.

Policy 602.00 - Curriculum, Instruction, and Accountability

~~602.00 CURRICULUM DEVELOPMENT, INSTRUCTION, AND ACCOUNTABILITY~~

~~DEFINITIONS~~

~~1. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.~~

~~2. "Curriculum" means district or school-adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.~~

III. Definitions

A. Curriculum: The formally adopted written plans, instructional frameworks, learning standards, and educational resources designed to provide students with the knowledge, skills, and learning experiences necessary to achieve District and State academic standards and graduation requirements.

B. Instruction: The pedagogical methods, professional practices, learning environments, and instructional strategies used to deliver curriculum and support student learning, engagement, achievement, and growth.

C. Assessment: The systematic collection and analysis of student performance data through formative, summative, standardized, and performance-based measures used to monitor progress, inform instruction, evaluate programs, and support continuous improvement.

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Policy 602.00 - Curriculum, Instruction, and Accountability

~~SYSTEMS ACCOUNTABILITY (1)~~

~~1. The district will establish a system to review and improve instruction, curriculum, and assessment which will include input by students, parents or guardians, and local community members to meet the Minnesota academic standards. The school district will be accountable to the public and the state through annual reporting.~~

~~2. Systems Accountability procedures are intended to ensure student, parent or guardian, and local community member participation in planning for instruction and curriculum affecting academic standards.~~

~~3. A district curriculum advisory committee shall provide assistance at the request of the superintendent. The advisory membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include representation from parents or guardians, teachers, support staff, students, community residents, and administration.~~

IV. Standards for Systems Accountability

1. **Stakeholder Engagement:** The District shall maintain a continuous system for reviewing and improving curriculum, instruction, assessment, and educational programming that incorporates meaningful feedback and participation from students, parents/guardians, staff and community members.
2. **Public Reporting:** The District shall remain accountable to the public and the State of Minnesota through transparent reporting of student achievement, educational progress, assessment outcomes, and program effectiveness as required by law and District practice.

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Policy 602.00 - Curriculum, Instruction, and Accountability

3. **District Curriculum Advisory Committee:** The Superintendent or designee shall establish and maintain a District Curriculum Advisory Committee that reflects the diversity of the District and includes parents/guardians, teachers, support staff, students, administrators, and community representatives. The committee shall assist in reviewing, advising, and evaluating curriculum priorities, instructional goals, and student achievement initiatives.

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4. Continuous Improvement and Program Evaluation: The District shall utilize data-informed decision-making processes to evaluate educational programs, instructional effectiveness, and student outcomes. Program evaluation practices shall support continuous improvement, equitable outcomes, and strategic planning.

Policy 602.00 - Curriculum, Instruction, and Accountability

~~CURRICULUM DEVELOPMENT AND INSTRUCTIONAL PRACTICES (2)~~

~~1. Curriculum development and instructional practices shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.~~

~~2. The district will establish a long-range curriculum development program that will provide for periodic reviews and continuous improvement of each curricular area.~~

~~3. District curriculum adoptions will occur on a staggered schedule for fiscal responsibility and ease of implementation.~~

V. Curriculum Development and Instructional Standards

1. Continuous Improvement
   - The District shall implement a long-range and cyclical curriculum review process designed to ensure instructional coherence, fiscal responsibility, alignment with state standards, and continuous improvement across all grade levels and content areas. 134

Policy 602.00 - Curriculum, Instruction, and Accountability

~~4. The ongoing process of curriculum development will:~~

~~• Provide for articulation of courses for students from pre-kindergarten through grade 12~~

~~• Identify minimum objectives for each course and at each elementary and junior high / middle school grade level;~~

~~• Use research-based instructional strategies;~~

~~• Provide for continuing evaluation of programs for the purpose of attaining school district objectives;~~

~~• Provide a process for ongoing monitoring of student progress;~~

~~• Integrate academic standards in the scope and sequence of the district curriculum;~~

~~• Be multicultural, intercultural, non-racist, non-sex-biased, gender and disability-fair; • Meet state and federal education requirements.~~

2. Instructional Quality Standards

- Curriculum development and instructional practices shall:
- Provide clear and articulated learning expectations across Pre-Kindergarten through Grade 12.
- Align with Minnesota academic standards, graduation requirements, and applicable federal and state laws.
- Utilize evidence-based instructional strategies and best practices.
- Support differentiated instruction and varied learning needs.
- Promote critical thinking, problem-solving, communication, creativity, and collaboration.
- Include culturally responsive, inclusive, equitable, and non-discriminatory perspectives and materials.
- Foster learning environments that are safe, engaging, and supportive of student growth and belonging.
- Incorporate appropriate instructional technologies and digital learning resources.

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Policy 602.00 - Curriculum, Instruction, and Accountability

3. Monitoring Student Learning

- The District shall regularly monitor student progress and instructional effectiveness through multiple measures of assessment and data analysis to inform instructional decisions and support academic achievement for all students.

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Policy 602.00 - Curriculum, Instruction, and Accountability

~~SELECTION, ADOPTION, AND REVIEW OF CURRICULAR AND INSTRUCTIONAL MATERIALS (3)~~

~~1. The district will have in place procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other curricular and instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents or guardians, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.~~

VI. Selection and Review of Materials

1. **Professional Review Process**

The District shall maintain established procedures for the professional review, evaluation, selection, adoption, and reconsideration of instructional and library materials. Instructional materials shall:

- Support District educational goals and curriculum standards;
- Reflect diverse perspectives and experiences;
- Be age-appropriate, academically relevant, and educationally sound;
- Promote equitable access to learning;
- Comply with legal requirements and Board policies; and
- Remain fiscally responsible and sustainable.

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Policy 602.00 - Curriculum, Instruction, and Accountability

~~2. In reviewing curricular and instructional materials, the professional staff shall select materials which:~~

- ~~Support the goals and objectives of the educational programs;~~
- ~~Consider the needs, ages, and maturity of students;~~
- ~~Foster respect and appreciation for cultural diversity and varied opinions; and~~
- ~~Fit within the constraints of the school district budget.~~

~~3. The district will have in place a procedure for review of concerns or complaints of students and parents or guardians regarding the curriculum or instructional materials used.~~

2. Community Input: The review and selection process shall include opportunities for stakeholder input and community engagement, as appropriate.

3. Requests for Review or Reconsideration: The District shall maintain a formal process through which students, parents/guardians, staff, or community members may express concerns regarding instructional or curricular materials and request a review consistent with established administrative procedures.

Policy 602.00 - Curriculum, Instruction, and Accountability

~~COURSE ADDITION, DELETION, REVISION, OR INTEGRATION~~

~~1. The district's curricular offerings will have the flexibility for change that may be necessary due to:~~

~~• Increasing or declining enrollment;~~

~~• New direction brought by the school district or school goals, outcomes, and/or mission statement;~~

~~• Refinement / modification of the existing curriculum as a result of the continuous improvement planning process or changes in learner outcomes; or~~

~~• Changes needed to accommodate academic standards requirements.~~

VII. Curricular Flexibility and Assessment

1. Adaptive Programming: The District retains the authority to add, revise, suspend, or discontinue courses, programs, instructional models, or curricular offerings based on student enrollment patterns, educational priorities, workforce demands, fiscal considerations, staffing, facility capacity, legal requirements, or changes in state and federal mandates. 139

Policy 602.00 - Curriculum, Instruction, and Accountability

~~ASSESSMENT AND EVALUATION PROGRAM (4)~~

~~1. The school district will maintain a program and process of evaluation, including standardized testing, which will provide information about student learning and educational program effectiveness. This process will meet state requirements and provide appropriate feedback about the educational progress of each student to the parents or guardians and to the staff to inform instructional decisions.~~

~~2. The assessment and evaluation process will incorporate a plan to evaluate how testing procedures impact any particular student groups.~~

~~3. In accordance with state law, the district will annually adopt and publish a test administration plan including the state-mandated tests in accordance with Minnesota law.~~

~~4. The school district will assess student performance in elementary, middle, junior, and senior high school academic standards while taking into consideration individual student needs as mandated by state and federal law.~~

~~5. The district will establish guidelines and procedures to assess student achievement, formatively and summatively, in all academic areas. The guidelines will address remediation, acceleration, or continuous progress needs for student achievement.~~

2. Comprehensive Evaluation: The District will maintain a balanced and comprehensive assessment system that includes standardized assessments, formative assessments, performance based measures, summative testing and other evaluation tools to monitor student learning, inform instruction and evaluate program effectiveness.

3. Equity in Assessment Practices: Assessment practices and evaluation procedures shall be reviewed regularly to identify and address disparities in student outcomes among student groups. The District shall use assessment data to support equitable access to instruction, intervention, remediation, enrichment, acceleration, and student support services.

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4. Use of Assessment Data: Assessment results shall be used to guide instructional planning, curriculum improvement, resource allocation, professional development, and strategic decision-making while maintaining appropriate student privacy protections in accordance with state and federal law.

Questions?

Recommendation:

- Request the review of Policy 602.00 - Curriculum, Instruction, and Accountability at the June 9, 2026 Committee of the Board meeting be considered the First Reading.

- That the review of this policy at the June 23, 2026 Board of Education meeting will be considered the Second Reading.

POLICY UPDATE

Policy 602.01 - Inclusive and Equitable Education

Saint Paul Public Schools

Committee of the Board Meeting

May 9, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 602.01 - Inclusive and Equitable Education

Adopted: 2/21/1978 Saint Paul Public Schools Policy 602.01 Revised: 5/7/1991; 6/17/2008, 1/18/11 (Renumbered)

Added Policy Purpose

~~602.01 MULTICULTURAL, INTERCULTURAL, NON-RACIST, NON-SEXBIASED, GENDER AND DISABILITY FAIR EDUCATION~~

~~The Superintendent shall adopt and each school shall teach a multicultural, intercultural, non-racist, non-sex-biased, gender and disability-fair curriculum in all subject areas. This curriculum shall integrate the existing course content of all disciplines' learning experiences, which include the history, culture, heritage, contributions, and perspectives of all peoples in an equitable and accurate manner. Instruction shall prepare students to live productively in a pluralistic society by engaging them in multicultural, gender and disability-fair activities that respect human dignity and enhance the development of self-worth of students and staff.~~

602.01 Inclusive and Equitable Education

I. Policy Purpose

The purpose of this policy is to ensure that all students receive a comprehensive, inclusive, and equitable education that reflects the diversity of human experiences, identities, histories, perspectives, languages, abilities, and contributions. Through culturally responsive and inclusive educational practices, the District seeks to foster belonging, mutual respect, human dignity, critical thinking, and academic excellence while preparing students to thrive in a diverse and interconnected society.

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Policy 602.01 - Inclusive and Equitable Education

Added Statement of Policy

II. Statement of Policy

It is the policy of the District to provide a multicultural, culturally responsive, gender-inclusive, disability-inclusive, and linguistically affirming curriculum across all subject areas and grade levels. The District is committed to maintaining educational environments, instructional practices, and learning materials that are free from discrimination, bias, stereotyping, exclusion, and harassment.

The District shall ensure that instruction and instructional resources accurately and respectfully represent the histories, cultures, experiences, perspectives, and contributions of individuals and groups from diverse backgrounds, including but not limited to race, ethnicity, culture, national origin, language, religion, socioeconomic status, disability, sex, sexual orientation, gender identity or expression, and family structure. 144

The District further recognizes that inclusive educational practices support student engagement, well-being, identity development, and academic achievement for all learners.

Policy 602.01 - Inclusive and Equitable Education

III. Standards for Implementation

A. Curricular Integration

The Superintendent or designee shall ensure that curriculum, instructional materials, learning experiences, and educational resources integrate diverse perspectives, histories, cultures, identities, and contributions in equitable, developmentally appropriate, and academically accurate ways.

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B. Inclusive Learning Environments

Schools shall foster safe, welcoming, and inclusive learning environments that affirm the dignity and worth of all students, staff, and families. Educational experiences shall encourage empathy, respect for individual differences, cross-cultural understanding, and a sense of belonging.

Policy 602.01 - Inclusive and Equitable Education

C. Culturally and Linguistically Responsive Practices

The District shall support culturally responsive and linguistically affirming instructional practices that recognize and value students' cultural backgrounds, lived experiences, identities, and home languages as assets in the learning process.

D. Instructional Preparedness

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Educational programs shall prepare students to live, learn, and work effectively in a diverse and interconnected society. Instruction shall promote equitable opportunities and challenge stereotypes or bias related to race, ethnicity, culture, disability, sex, gender, language, socioeconomic status, religion, sexual orientation, gender identity or expression, or other protected characteristics.

Policy 602.01 - Inclusive and Equitable Education

E. Professional Learning

The District shall provide ongoing professional learning and support for staff related to inclusive instructional practices, cultural responsiveness, equity, bias awareness, accessibility, and the creation of affirming learning environments.

F. Review and Continuous Improvement

The District shall regularly review curriculum, instructional materials, educational practices, and related programming to identify and address bias, exclusion, or inequitable representation and to ensure alignment with current educational standards, legal requirements, and best practices for inclusive education.

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Questions?

Recommendation:

148

- Request the review of Policy 602.01 - Inclusive and Equitable Education at the June 9, 2026 Committee of the Board meeting be considered the First Reading.

- That the review of this policy at the June 23, 2026 Board of Education meeting will be considered the Second Reading.

POLICY UPDATE

Policy 607.00 - Selection and Adoption of Instructional Materials

Saint Paul Public Schools

Committee of the Board Meeting

May 9, 2026

Craig Anderson, Executive Director of Teaching and Learning

Policy 607.00 - Selection and Adoption of Instructional Materials

Adopted: 8/19/1975 Public Schools Policy 607.00
Revised: 9/7/1982; 6/17/2008

Added Policy Purpose and Statement of Policy

607.00 Selection and Adoption of Instructional Materials

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

150

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

Policy 607.00 - Selection and Adoption of Instructional Materials

~~607.00 TEXTBOOKS AND INSTRUCTIONAL MATERIALS~~

~~1. Instructional materials provided by the Board of Education shall:~~

~~• Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;~~

~~• Present opposing sides of controversial issues so that students may develop with guidance the practice of critical analysis;~~

~~• 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.~~

III. RESPONSIBILITY OF SELECTION

A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.

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Policy 607.00 - Selection and Adoption of Instructional Materials

~~2. Schools and departments shall place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of instructional materials. In addition, students shall be permitted to read or view school materials in which they have an interest. Reasonable efforts shall be made to comply with requests from parents/guardians that certain materials be withheld from their children.~~

~~3. Textbooks in each subject area and grade level shall be considered for adoption in accordance with a regular adoption cycle established by the Superintendent.~~

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:

1. support the goals and objectives of the education programs;

2. consider the needs, age, and maturity of students;

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3. foster respect and appreciation for cultural diversity and varied opinion;

4. fit within the constraints of the school district budget;

5. are in the English language. Another language may be used, pursuant to Minnesota Statutes, sections 124D.59 to 124D.61;

Policy 607.00 - Selection and Adoption of Instructional Materials

6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

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Policy 607.00 - Selection and Adoption of Instructional Materials

Highlighted section is to replace 607.01

C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process / timeline for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

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Policy 607.00 - Selection and Adoption of Instructional Materials

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

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Policy 607.00 - Selection and Adoption of Instructional Materials

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

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B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

Policy 607.00 - Selection and Adoption of Instructional Materials

Legal References:

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)

Minn. Stat. § 120B.235 (American Heritage Education)

Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

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Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)

Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Questions?

Recommendation:

158

- Request the review of Policy 607.00 - Selection and Adoption of Instructional Materials at the June 9, 2026 Committee of the Board meeting be considered the First Reading.

- That the review of this policy at the June 23, 2026 Board of Education meeting will be considered the Second Reading.

POLICY UPDATE

Rescission of Policy 607.01 - Textbook Selection and Adoption

Saint Paul Public Schools

Committee of the Board Meeting

May 9, 2026

Craig Anderson, Executive Director of Teaching and Learning

Rescission of Policy 607.01 - Textbook Selection and Adoption

Repeal Policy 607.01

This information was added to 607.00

~~Adopted: 1974~~ ~~Saint Paul Public Schools Policy~~ ~~607.01~~
~~Revised: 6/17/2008~~

~~607.01 TEXTBOOK SELECTION AND ADOPTION~~

~~Textbooks in each subject area and grade level shall be considered for adoption in accordance with a regular adoption cycle established by the Superintendent.~~

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~~LEGAL REFERENCES:~~

~~CROSS REFERENCES: 607.00, Textbooks and Instructional Materials~~

Questions?

Recommendation:

161

- Request the review of Policy 607.01 - Textbook Selection and Adoption at the June 9, 2026 Committee of the Board meeting be considered the First Reading.

- That the review of this policy at the June 23, 2026 Board of Education meeting will be considered the Second Reading.

802.00 BUILDINGS AND GROUNDS MANAGEMENT

I. POLICY PURPOSE

The purpose of this policy is to establish clear accountability for the planning, maintenance, and improvement of District facilities. Facility-related activities must align with and support the District's strategic priorities to ensure long-term operational excellence.

II. GENERAL STATEMENT OF POLICY

Oversight: The District's Facility Department is responsible for all actions related to maintenance, remodeling, and physical improvements of Buildings and Grounds.

Strategic Alignment: All proposed improvements must demonstrate a contribution to the goals outlined in the District's Strategic Plan.

Authorization & Execution: Work shall be performed exclusively by qualified personnel or groups, with prior written approval from the Executive Chief of Operations or their authorized designee.

III. DEFINITIONS

"Maintenance" means the active, technical upkeep of a building's property, infrastructure and systems - including grounds, physical structure, and mechanical or electrical equipment - to ensure safety, efficiency, and longevity.

"Physical Improvements" Permanent material additions or alterations to real property that increase value, utility, or aesthetic appeal. This includes structural enhancements and new construction that exceed routine repair.

"Planning" The strategic design and management of physical workspaces, equipment, and systems to maximize efficiency and support the District's future growth.

"Remodeling" The process of altering the structure, interior layout, or specific function of an existing space to meet evolving educational or administrative needs.

LEGAL REFERENCES:

CROSS REFERENCES:

802.02 PETITIONS FOR CONSENT FOR REZONING

I. POLICY PURPOSE

The Board of Education recognizes that land-use decisions in the community directly impact the safety, environment, and operational integrity of school sites. The purpose of this policy is to establish a standardized process for reviewing and responding to proposed zoning changes, variances, or developments adjacent to District property.

II. GENERAL STATEMENT OF POLICY

A. Evaluation Criteria When notified of a proposed rezoning or land-use change, the District shall evaluate the proposal based on its potential impact on:

1. **Student Safety:** Changes in traffic patterns, pedestrian crossings, or increased high-density transit.

2. **Environmental Health:** Potential increases in noise, light pollution, air quality issues, or hazardous material usage.

3. **Operational Integrity:** Encroachment on school boundaries, privacy of playgrounds/classrooms, or interference with future expansion plans.

B. Petitions for Consent If the District is petitioned for formal "Consent of Adjoining Property Owners," the following protocols apply:

1. **Review Requirement:** The Board or designee shall conduct a formal impact assessment.

2. **Petitioner Responsibility:** The proposer must provide the District with a detailed site plan, a traffic impact study (if applicable), and evidence that all other affected neighbors have been notified.

3. **Neutral Consent:** If no adverse effects are identified, the Clerk of the Board may sign the consent form. This signature shall include a mandatory disclaimer stating: *"The Board of Education provides this consent for the purpose of the application process only and neither endorses nor opposes the underlying project."*

4. **Declining Consent:** If the Board identifies an **Adverse Impact**, the Clerk shall provide the proposer with a written explanation of the District's concerns and decline to sign.

C. Proactive Participation Beyond formal "Consent" petitions, the District reserves the right to provide written or oral testimony at City Council or Planning Commission hearings regarding any land-use change that may affect the educational environment.

III. DEFINITIONS

A. **"Adverse Impact"** Any action or decision that materially interferes with the District's ability to provide a safe, quiet, and accessible educational environment, or any change that diminishes the value or intended use of District property.

B. **"Consent of Adjoining Property"** The statutory or municipal requirement for a property owner to obtain the District's formal signature as a neighbor sharing a common boundary (including those separated by public rights-of-way) when seeking to alter the designated zoning classification of their land.

C. **"Land Use Zoning"** The regulatory framework used by local municipalities to govern the density, type, and height of structures and the specific activities permitted on a land parcel.

D. **"School Sites"** All land, buildings, athletic fields, and facilities owned or leased by the District for educational, administrative, or operational use.

LEGAL REFERENCES:

Minn. Stat. § 462.357, subd. 5 (Official Controls: Zoning Ordinance, (Amendment; certain cities of the first class))

Saint Paul Legislative Code § 61.801 (Zoning Application, Petitions, and Affidavits Packet)

CROSS REFERENCES:

816.00 ENVIRONMENTAL HEALTH AND SAFETY

I. POLICY PURPOSE

The District is committed to providing a safe and healthy environment for all students, staff, and visitors. This policy establishes the framework for identifying, managing, and minimizing workplace hazards.

II. GENERAL STATEMENT OF POLICY

The District shall maintain a comprehensive environmental health and safety program designed to comply with all federal, state, and local regulatory requirements. This includes the maintenance of all required documentation, permits, and safety records.

Primary Areas of Oversight include:

A. **Physical Hazards:** Confined spaces, fire safety, forklift safety, lockout/tagout (LOTO), underground storage tanks, and worker safety.

B. **Chemical & Biological Hazards:** Blood-borne pathogens, chemical hygiene, Hazard Communication Standard (GHS), and infectious waste.

C. **Environmental Hazards:** Asbestos (AHERA), indoor air quality, lead in water, and radon levels.

D. **Personal Protection:** Respiratory protection, fall protection, and general Personal Protective Equipment (PPE).

III. COMPLIANCE

The environmental health and safety program will maintain and ensure compliance within:

A. **Federal Agencies:** Environmental Protection Agency (EPA) and Occupational Safety and Health Administration (OSHA).

B. **State Agencies:** Minnesota Department of Health (MDH), Minnesota Department of Labor and Industry (MNDLI), the Minnesota Pollution Control Agency (MPCA), and the State Fire Marshal (delegated to City of Saint Paul).

IV. RESOURCES

Program resources include:

A. **Proactive Monitoring:** The District will conduct routine workplace safety inspections and surveillance to identify, monitor, and evaluate potential hazards before they result in injury or illness.

B. **Training:** The District will provide mandated safety training for employees tailored to their specific roles and potential exposure levels.

C. **Funding:** The Board of Education commits to providing the necessary financial resources to maintain compliance and facility safety.

D. **Continuous Improvement:** The District will monitor and implement "good faith" efforts to comply with new or amended laws.

E. **Best Practices:** In the absence of specific local or federal laws, the District will follow industry-standard "Best Practices" (e.g., ANSI or NIOSH standards) to manage hazards.

V. ENFORCEMENT

All District employees and contractors are held accountable for the following:

A. **Adherence:** Following all established safety protocols and work practices.

B. **Reporting:** Immediately reporting unsafe conditions, "near-miss" incidents, or faulty equipment to a supervisor.

C. **Participation:** Completing all required safety training and participating in emergency drills (fire, weather, lockdowns).

D. **Feedback:** Reviewing safety protocols regularly and suggesting improvements to the environmental health and safety program.

LEGAL REFERENCES

Minn. Stat. § 123B.57 Health and Safety Projects

CROSS REFERENCES

807 MSBA/MASA Health and Safety Policy

DRAFT

Adopted: 1/18/2011 *Saint Paul Public Schools Policy 602.00*
Revisions: xx/xx/2026

602.00 CURRICULUM DEVELOPMENT, INSTRUCTION, AND ACCOUNTABILITY

DEFINITIONS

1. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
2. "Curriculum" means district or school-adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.

SYSTEMS ACCOUNTABILITY (1)

1. The district will establish a system to review and improve instruction, curriculum, and assessment which will include input by students, parents or guardians, and local community members to meet the Minnesota academic standards. The school district will be accountable to the public and the state through annual reporting.
2. Systems Accountability procedures are intended to ensure student, parent or guardian, and local community member participation in planning for instruction and curriculum affecting academic standards.
3. A district curriculum advisory committee shall provide assistance at the request of the superintendent. The advisory membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its learning sites, and shall include representation from parents or guardians, teachers, support staff, students, community residents, and administration.

CURRICULUM DEVELOPMENT AND INSTRUCTIONAL PRACTICES (2)

1. Curriculum development and instructional practices shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.
2. The district will establish a long-range curriculum development program that will provide for periodic reviews and continuous improvement of each curricular area.
3. District curriculum adoptions will occur on a staggered schedule for fiscal responsibility and ease of implementation.
4. The ongoing process of curriculum development will:
    - Provide for articulation of courses for students from pre-kindergarten through grade 12
    - Identify minimum objectives for each course and at each elementary and junior high / middle school grade level;
    - Use research-based instructional strategies;

~~• Provide for continuing evaluation of programs for the purpose of attaining school district objectives;~~
~~• Provide a process for ongoing monitoring of student progress;~~
~~• Integrate academic standards in the scope and sequence of the district curriculum;~~
~~• Be multicultural, intercultural, non-racist, non-sex-biased, gender and disability-fair; • Meet state and federal education requirements.~~

~~SELECTION, ADOPTION, AND REVIEW OF CURRICULAR AND INSTRUCTIONAL MATERIALS (3)~~

~~1. The district will have in place procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other curricular and instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents or guardians, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.~~
~~2. In reviewing curricular and instructional materials, the professional staff shall select materials which:~~
~~• Support the goals and objectives of the educational programs;~~
~~• Consider the needs, ages, and maturity of students;~~
~~• Foster respect and appreciation for cultural diversity and varied opinions; and~~
~~• Fit within the constraints of the school district budget.~~
~~3. The district will have in place a procedure for review of concerns or complaints of students and parents or guardians regarding the curriculum or instructional materials used.~~

~~COURSE ADDITION, DELETION, REVISION, OR INTEGRATION~~

~~1. The district's curricular offerings will have the flexibility for change that may be necessary due to:~~
~~• Increasing or declining enrollment;~~
~~• New direction brought by the school district or school goals, outcomes, and/or mission statement;~~
~~• Refinement / modification of the existing curriculum as a result of the continuous improvement planning process or changes in learner outcomes; or~~
~~• Changes needed to accommodate academic standards requirements.~~

~~ASSESSMENT AND EVALUATION PROGRAM (4)~~

~~1. The school district will maintain a program and process of evaluation, including standardized testing, which will provide information about student learning and educational program effectiveness. This process will meet state requirements and~~

~~provide appropriate feedback about the educational progress of each student to the parents or guardians and to the staff to inform instructional decisions.~~
~~2. The assessment and evaluation process will incorporate a plan to evaluate how testing procedures impact any particular student groups.~~
~~3. In accordance with state law, the district will annually adopt and publish a test administration plan including the state-mandated tests in accordance with Minnesota law.~~
~~4. The school district will assess student performance in elementary, middle, junior, and senior high school academic standards while taking into consideration individual student needs as mandated by state and federal law.~~
~~5. The district will establish guidelines and procedures to assess student achievement, formatively and summatively, in all academic areas. The guidelines will address remediation, acceleration, or continuous progress needs for student achievement.~~

602.00 CURRICULUM, INSTRUCTION, AND ACCOUNTABILITY

I. Policy Purpose

The purpose of this policy is to establish a rigorous, transparent, and continuous framework for the development, implementation, evaluation, and improvement of the District's educational program. Through alignment with Minnesota state standards, evidence-based instructional practices, and ongoing stakeholder engagement, the District seeks to ensure that all students receive equitable access to high-quality learning experiences that prepare them for post-secondary success, career readiness, civic engagement, and lifelong learning.

II. Statement of Policy

It is the policy of the District to maintain a comprehensive system of accountability governing curriculum development, instructional practices, student assessment, and program evaluation. The District is committed to providing an educational program that is academically rigorous, research-based, inclusive, culturally responsive, and responsive to the diverse learning needs, identities, experiences, and aspirations of all students.

The District further commits to ensuring that curricular and instructional decisions are guided by educational best practices, fiscal responsibility, continuous

improvement processes, and meaningful collaboration with students, families, staff, and community stakeholders.

III. Definitions

A. **Curriculum**: The formally adopted written plans, instructional frameworks, learning standards, and educational resources designed to provide students with the knowledge, skills, and learning experiences necessary to achieve District and State academic standards and graduation requirements.

B. **Instruction**: The pedagogical methods, professional practices, learning environments, and instructional strategies used to deliver curriculum and support student learning, engagement, achievement, and growth.

C. **Assessment:** The systematic collection and analysis of student performance data through formative, summative, standardized, and performance-based measures used to monitor progress, inform instruction, evaluate programs, and support continuous improvement.

IV. Standards for Systems Accountability

1. **Stakeholder Engagement:** The District shall maintain a continuous system for reviewing and improving curriculum, instruction, assessment, and educational programming that incorporates meaningful feedback and participation from students, parents/guardians, staff and community members.

2. **Public Reporting:** The District shall remain accountable to the public and the State of Minnesota through transparent reporting of student achievement, educational progress, assessment outcomes, and program effectiveness as required by law and District practice.

3. **District Curriculum Advisory Committee:** The Superintendent or designee shall establish and maintain a District Curriculum Advisory Committee that reflects the diversity of the District and includes parents/guardians, teachers, support staff, students, administrators, and community representatives. The committee shall assist in reviewing, advising, and evaluating curriculum priorities, instructional goals, and student achievement initiatives.

4. **Continuous Improvement and Program Evaluation:** The District shall utilize data-informed decision-making processes to evaluate educational programs, instructional effectiveness, and student outcomes. Program evaluation practices shall support continuous improvement, equitable outcomes, and strategic planning.

V. Curriculum Development and Instructional Standards

1. Continuous Improvement

- The District shall implement a long-range and cyclical curriculum review process designed to ensure instructional coherence, fiscal responsibility, alignment with state standards, and continuous improvement across all grade levels and content areas.

2. Instructional Quality Standards

- Curriculum development and instructional practices shall:
- Provide clear and articulated learning expectations across Pre-Kindergarten through Grade 12.
- Align with Minnesota academic standards, graduation requirements, and applicable federal and state laws.
- Utilize evidence-based instructional strategies and best practices.
- Support differentiated instruction and varied learning needs.
- Promote critical thinking, problem-solving, communication, creativity, and collaboration.
- Include culturally responsive, inclusive, equitable, and non-discriminatory perspectives and materials.
- Foster learning environments that are safe, engaging, and supportive of student growth and belonging.
- Incorporate appropriate instructional technologies and digital learning resources.

3. Monitoring Student Learning

- The District shall regularly monitor student progress and instructional effectiveness through multiple measures of assessment and data analysis to inform instructional decisions and support academic achievement for all students.

VI. Selection and Review of Materials

1. **Professional Review Process**
The District shall maintain established procedures for the professional review, evaluation, selection, adoption, and reconsideration of instructional and library materials. Instructional materials shall:

- Support District educational goals and curriculum standards;
- Reflect diverse perspectives and experiences;

- Be age-appropriate, academically relevant, and educationally sound;
- Promote equitable access to learning;
- Comply with legal requirements and Board policies; and
- Remain fiscally responsible and sustainable.

2. **Community Input**: The review and selection process shall include opportunities for stakeholder input and community engagement, as appropriate.

3. **Requests for Review or Reconsideration**: The District shall maintain a formal process through which students, parents/guardians, staff, or community members may express concerns regarding instructional or curricular materials and request a review consistent with established administrative procedures.

VII. Curricular Flexibility and Assessment

1. Adaptive Programming: The District retains the authority to add, revise, suspend, or discontinue courses, programs, instructional models, or curricular offerings based on student enrollment patterns, educational priorities, workforce demands, fiscal considerations, staffing, facility capacity, legal requirements, or changes in state and federal mandates.
2. **Comprehensive Evaluation**: The District will maintain a balanced and comprehensive assessment system that includes standardized assessments, formative assessments, performance based measures, summative testing and other evaluation tools to monitor student learning, inform instruction and evaluate program effectiveness.
3. **Equity in Assessment Practices**: Assessment practices and evaluation procedures shall be reviewed regularly to identify and address disparities in student outcomes among student groups. The District shall use assessment data to support equitable access to instruction, intervention, remediation, enrichment, acceleration, and student support services.
4. **Use of Assessment Data:** Assessment results shall be used to guide instructional planning, curriculum improvement, resource allocation, professional development, and strategic decision-making while maintaining appropriate student privacy protections in accordance with state and federal law.

LEGAL REFERENCES:

(1) Minn. Rule § 3501.0160 District Reporting Requirements

Minn. Stat. § 120B.11 Subd 3 District Advisory Committee
(2) Minn. Stat. § 120A.22 Subd 9 Curriculum
Minn. Stat. § 120B.02b Educational Expectations for Minnesota's Students
Minn. Stat. § 120B.021 Subd 1 and 1a Required Academic Standards
Minn. Stat. § 120B.023 Benchmarks
Minn. Stat. § 120B.024 Graduation Requirements; Course Credits
Minn. Stat. § 120B.10 Findings; Improving Instruction and Curriculum
Minn. Stat. § 120B.11 Subd 1 and 2 School District Process for Reviewing Curriculum, Instruction, and Student Achievement
Minn. Stat. § 120B.22 Elective Standards
Minn. Rule § 3500.0550 Inclusive Educational Program
Minn. Rules § 3501.0010-3501.0180 Reading and Mathematics
Minn. Rules § 3501.0200-3501.0290 Written Composition
Minn. Rules § 3501.0505-3501.0550 Academic Standards for Language Arts
Minn. Rules § 3501.0700-3501.0745 Academic Standards for Mathematics
Minn. Rules § 3501.0800-3501.0815 Academic Standards for the Arts
Minn. Rules § 3501.0900-3501.0955 Academic Standards in Science
(3) Minn. Stat. § 120A.22 Subd 9 Curriculum
(4) Minn. Stat. §120B.11 Subd Biennial Evaluation; Assessment Program
Minn. Stat. § 120B.35 Student Academic Achievement and Growth 20 U.S.C. § 5801 - Purpose 20 U.S.C. § 6301 – No Child Left Behind

CROSS REFERENCES:

Policy 601.00 Educational Programming
Policy 602.01 Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and Disability Fair Education
Policy 510.00 Graduation
Policy 510.01 Students: Promotion and Retention

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Adopted: *2/21/1978* *Saint Paul Public Schools Policy 602.01*
Revised: *5/7/1991;*
6/17/2008,
1/18/11 (Renumbered)
xx/xx/2026

~~602.01 MULTICULTURAL, INTERCULTURAL, NON-RACIST, NON-SEXBIASED, GENDER AND DISABILITY FAIR EDUCATION~~

~~The Superintendent shall adopt and each school shall teach a multicultural, intercultural, non-racist, non-sex-biased, gender and disability-fair curriculum in all subject areas. This curriculum shall integrate the existing course content of all disciplines' learning experiences, which include the history, culture, heritage, contributions, and perspectives of all peoples in an equitable and accurate manner. Instruction shall prepare students to live productively in a pluralistic society by engaging them in multicultural, gender and disability-fair activities that respect human dignity and enhance the development of self-worth of students and staff.~~

602.01 INCLUSIVE AND EQUITABLE EDUCATION

I. Policy Purpose

The purpose of this policy is to ensure that all students receive a comprehensive, inclusive, and equitable education that reflects the diversity of human experiences, identities, histories, perspectives, languages, abilities, and contributions. Through culturally responsive and inclusive educational practices, the District seeks to foster belonging, mutual respect, human dignity, critical thinking, and academic excellence while preparing students to thrive in a diverse and interconnected society.

II. Statement of Policy

It is the policy of the District to provide a multicultural, culturally responsive, gender-inclusive, disability-inclusive, and linguistically affirming curriculum across all subject areas and grade levels. The District is committed to maintaining educational environments, instructional practices, and learning materials that are free from discrimination, bias, stereotyping, exclusion, and harassment.

The District shall ensure that instruction and instructional resources accurately and respectfully represent the histories, cultures, experiences, perspectives, and contributions of individuals and groups from diverse backgrounds, including but not

limited to race, ethnicity, culture, national origin, language, religion, socioeconomic status, disability, sex, sexual orientation, gender identity or expression, and family structure.

The District further recognizes that inclusive educational practices support student engagement, well-being, identity development, and academic achievement for all learners.

III. Standards for Implementation

A. Curricular Integration

The Superintendent or designee shall ensure that curriculum, instructional materials, learning experiences, and educational resources integrate diverse perspectives, histories, cultures, identities, and contributions in equitable, developmentally appropriate, and academically accurate ways.

B. Inclusive Learning Environments

Schools shall foster safe, welcoming, and inclusive learning environments that affirm the dignity and worth of all students, staff, and families. Educational experiences shall encourage empathy, respect for individual differences, cross-cultural understanding, and a sense of belonging.

C. Culturally and Linguistically Responsive Practices

The District shall support culturally responsive and linguistically affirming instructional practices that recognize and value students' cultural backgrounds, lived experiences, identities, and home languages as assets in the learning process.

D. Instructional Preparedness

Educational programs shall prepare students to live, learn, and work effectively in a diverse and interconnected society. Instruction shall promote equitable opportunities and challenge stereotypes or bias related to race, ethnicity, culture, disability, sex, gender, language, socioeconomic status, religion, sexual orientation, gender identity or expression, or other protected characteristics.

E. Professional Learning

The District shall provide ongoing professional learning and support for staff related to inclusive instructional practices, cultural responsiveness, equity, bias awareness, accessibility, and the creation of affirming learning environments.

F. Review and Continuous Improvement

The District shall regularly review curriculum, instructional materials, educational practices, and related programming to identify and address bias, exclusion, or inequitable representation and to ensure alignment with current educational standards, legal requirements, and best practices for inclusive education.

LEGAL REFERENCES:

Minnesota Rule § 3500.0550 Inclusive Educational Program

CROSS REFERENCES:

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Adopted: *8/19/1975* *Saint Paul Public Schools Policy 607.00*
Revised: *9/7/1982;*
6/17/2008
xx/xx/2026

~~607.00 TEXTBOOKS AND INSTRUCTIONAL MATERIALS~~

~~1. Instructional materials provided by the Board of Education shall:~~

~~• Enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the students served;~~

~~• Present opposing sides of controversial issues so that students may develop with guidance the practice of critical analysis;~~

~~• 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.~~

~~2. Schools and departments shall place principle above personal opinion and reason above prejudice in selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of instructional materials. In addition, students shall be permitted to read or view school materials in which they have an interest. Reasonable efforts shall be made to comply with requests from parents/guardians that certain materials be withheld from their children.~~

~~3. Textbooks in each subject area and grade level shall be considered for adoption in accordance with a regular adoption cycle established by the Superintendent.~~

607.00 SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:

1. support the goals and objectives of the education programs;

2. consider the needs, age, and maturity of students;

3. foster respect and appreciation for cultural diversity and varied opinion;

4. fit within the constraints of the school district budget;

5. are in the English language. Another language may be used, pursuant to Minnesota Statutes, sections 124D.59 to 124D.61;

6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process / timeline for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

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A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

Legal References:

Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)

Minn. Stat. § 120B.235 (American Heritage Education)

Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)

Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

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607.01 TEXTBOOK SELECTION AND ADOPTION

Textbooks in each subject area and grade level shall be considered for adoption in accordance with a regular adoption cycle established by the Superintendent.

LEGAL REFERENCES:

CROSS REFERENCES: 607.00, Textbooks and Instructional Materials