

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

October 7, 2025
4:30 PM

A G E N D A

1. CALL TO ORDER

2. AGENDA

A. Superintendent's Announcements

B. READ Act Update

1. Introduction

2. Presentation

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3. Discussion

C. Txuj Ci Facilities Mid-Term Decision

1. Introduction

2. Presentation

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3. Discussion

D. Policy Update

1. Introduction

2. Presentation

a. Policy 507.00 - School Sponsored Activities: Clubs

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b. Policy 603.00 - Organization of School Calendar and School Day

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c. Policy 603.01 - School Day - Student Arrival And Departure Time

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3. Discussion

4. Action (TBD)

3. ADJOURNMENT

#BoldSubject#



Saint Paul
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READ Act Update to COB

October 7, 2025

The READ Act: Overview

The Minnesota Reading to Ensure Academic Development (READ) Act

Minnesota Reading to Ensure Academic Development Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023.

The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learner and students receiving special education services in achieving their individualized reading goals. The READ Act replaces Read Well by Third Grade (RWBTG) and is in effect as of July, 1, 2023.



<https://education.mn.gov/MDE/dse/READ/>

The READ Act: Professional Development

2024-25 Phase 1: Year 1

1128 Teachers

- Pre-K classroom and ECSE educators K-5 classroom educators
- K-5 EL educators
- Grades K-12 reading intervention educators
- Grades K–12 special education
- Elementary school improvement specialists, PAR educators and instructional coaches

2025-26 Phase 1: Year 2

252 Teachers

- Grades 6-12 EL Educators
- Grades *K-12 Blind/Visually Impaired and DHH
- Teachers new to SPPS

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CAREIALL (K-12)

- Total enrolled for 24-25: 1,128 teachers
- Total completed: 1056, 94% completion
- Total enrolled for 25/26: 252 in 5 cohorts

Training Includes:

- 16 hours of synchronous instruction by University of Minnesota Facilitators
- 45-50 hours of asynchronous study

MOU for CAREIALL:

- Pay or In-Service credit options offered to participants



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LETRS for Early Childhood Educators (Pre-K/ECSE)

- Total completed in 2023-2024: 43 teachers
- Total completed 2024-25: 82 teachers (20 Pre-K, 62 ECSE/ECFE)
- Total enrolled for 2025-26: 14 Pre-K teachers; 10 ESCE/ECFE teachers

Training Includes:

- 12 hours synchronous by National Professional Learning Facilitators
- 20-25 hours asynchronous work completed by teachers

MOU for LETRS:

- Pay or In-Service credit options offered to participants

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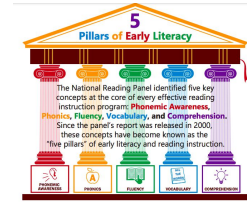
READ Act Funding

Read Act funding is allocated to SPPS by a formula of about \$30 per student. These funds are restricted to the read act mandates and initiatives in our local literacy plan.

- 2024-2025
 - \$1,159,148 for CAREIALL and LETRS PD
- 2025-2026
 - \$1,283,871 for CAREIALL and LETRS PD, FAST Screener, and SIPPS professional learning for WINN/SIPPS teachers

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Impact on Student Learning



Students will benefit from advanced pedagogy in best practices aligned to the Science of Reading; receiving:

- Focused instruction in foundational skills, including phonemic awareness, phonics, and fluency at all levels of instruction
- Rigorous Tier 1 instruction within UFLI (K-2) and FIRE (3-5)
- Targeted and intentional small group instruction in line with the Science of Reading

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Result is more students having their specific needs met at their level, by teachers with higher skill levels to meet these needs

Teacher Reflections

“This training was incredibly valuable and I appreciate being a part of it!”

SpEd Teacher

“CAREIALL was definitely a lot of work, but it pushed me to grow.”

Grade 5 Teacher

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“CAREIALL took a lot of time, but I got a lot out of it. The learning was really useful and made it worth the effort.” Grade 1 Teacher

“The move toward making all teachers reading specialists is a logical and moral response to the crisis.” Grade 6 Teacher

Next Steps: 2025-27



2025-26 Professional Development

- Total enrolled in CAREIALL for 25/26: 252 in 5 cohorts
- Total enrolled in LETRS for 25/26: 24 PreK/ECSE/ECFE

Capti Screener for Characteristics of Dyslexia

- Required in grades 4-12 once per year
- Not a diagnostic tool
- Implementation in winter of 2026

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2026-27 Professional Development

- To be determined and communicated by MDE

Questions?

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Txuj Ci Facilities Mid-Term Decision

Committee of the Board

Dr. Stacie Stanley, Superintendent

October 7, 2025

Agenda

1. Review Txuj Ci Facilities Committee input on recommendations
2. Review relevant data
3. Discussion
 - Receive reactions from Board of Education
 - Address outstanding questions
 - Determine next steps

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Txuj Ci Facilities Committee: Mid-Term Plan Input

Next Steps: As outlined in last Txuj Ci Facilities Committee Meeting (March 12, 2025)

1. **Finalize mid-term plan for Txuj Ci operations early in SY25/26 for Fall 2026**
2. **DONE:** Incorporate the vision and options into the Facilities Master Plan process
3. **DONE:** Incorporate the vision into the 5-year plan and timeline with BOE awareness and/or direction



Goals: As outlined in last Txuj Ci Facilities Committee Meeting (March 12, 2025)

1. Return 5th grade to Lower Campus to maintain quality Hmong Dual Language program
2. Allow growth: Do not stifle enrollment interest from families
3. Maintain access to both Hmong Dual Language *and* Hmong Studies programming (don't close one)
4. As much as possible, keep kids from the same family together

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Interim Option A: 1305 Prosperity Ave.

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

Txuj Ci Facilities Committee Goals :

- 1. Return 5th grade to Lower Campus to maintain quality Hmong Dual Language program**
- 2. Allow growth: Do not stifle enrollment interest from families**
- 3. Maintain access to both Hmong Dual Language *and* Hmong Studies programming (don't close one)**
- 4. As much as possible, keep kids from the same family together**

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Interim Option B: Different SPPS Site

Move Hmong Studies program to a different SPPS site on the East Side, if one becomes available

Txuj Ci Facilities Committee Goals :

1. Return 5th grade to Lower Campus to maintain quality Hmong Dual Language program
2. Allow growth: Do not stifle enrollment interest from families
3. Maintain access to both Hmong Dual Language *and* Hmong Studies programming (don't close one)
4. As much as possible, keep kids from the same family together

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Data and Relevant Information¹⁹

Facility Capacity and Enrollments

SCHOOL/ BUILDING	GRADES SERVED	STUDENT ENROLLMENT	DESIGN ENROLLMENT CAPACITY	% CAPACITY
Hazel Park Preparatory	PreK-8	472	677	70%
1305 Prosperity Ave.	K-5	0	262	Vacant ²⁰
Txuj Ci HMong Lower	PreK-4	672	737	91%
Txuj Ci HMong Upper	5-8	412	580	71%

Current* (unofficial) Fall Enrollment: Hazel Park and Hmong Studies

Hazel Park Preparatory			
GR	Sections/ Projections	Capacity	Current enrollment 9/26/25
PK	2	40	37
KG	2	48	48
1	2	50	48
2	2	50	45
3	2	50	42
4	2	56	48
5	2	56	49
6	56	56	52
7	54	54	52
8	49	49	51
			472

*Official district enrollment is provided in December

Txuj Ci Lower-Hmong Studies			
GR	Sections/ Projections	Capacity	Current enrollment 9/26/25
PK			
KG	1	24	20
1	2	50	47
2	2	50	49
3	2	50	47
4	2	56	48
			211

Txuj Ci - Upper - Hmong Studies			
GR	Sections/ Projections	Capacity	Current enrollment 9/26/25
5	2	56	55
6	39	39	62
7	55	55	54
8	41	41	39
			210

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Hazel Park Design - Enrollment Capacity

Grade Level	# of Sections	Contractual Ratio	# of Students
PK	2	20	40
K	4	24	96
1	3	25	75
2	3	25	75
3	3	25	75
4	2	28	56
5	2	28	56
6	2	34	68
7	2	34	68
8	2	34	68
TOTAL	25		677

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Hazel Park: Center-based Classrooms

STUDENTS	TOTAL
K-4 students in center-based classrooms (Federal Setting 3)	23
Siblings of center-based students	*

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**The number is suppressed as it is small enough that individual student(s) may be identified.*

A Special Education center-based program is a specialized classroom designed for students who typically spend 60% or more of their school day in this setting, which is often reflected as a Setting 3 level of service on their IEP (Individualized Education Program).

Txuc Ci Students with Siblings

Hmong Studies / Hmong Language & Culture	
Txuj Ci Lower KG-4 grades	Txuj Ci Upper 5-8 grades
56 students	17 students

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Hmong Dual Language	
Txuj Ci Lower PK-4 grades	Txuj Ci Upper 5-8 grades
57 students	10 students

Cost: Prosperity and Hazel Park

BUDGET CATEGORIES	Option A: Prosperity (Txuj Ci start times: Lower 9:30am; Upper 9:40 am)	Option B: Hazel Park (Start time: 8:30 am)
Academics	\$287,000	\$154,000
Schools (staffing)	\$1,179,000	\$374,000 25
Operations	\$1,110,000 - \$2,049,000	\$499,000 - \$1,444,000
Remodeling (estimate)	\$20,000	\$410,000
TOTAL	\$2,596,000 - \$3,535,000	\$1,437,000 - \$2,382,000
<i>One-Time Costs - included in above TOTAL</i>	\$895,000	\$691,000

Academic Considerations

Standalone	Co-Location
<ul style="list-style-type: none"> • Moving Txuj Ci Lower Hmong Studies into a standalone building reduces the breadth of academic programs due to small size of school • Reduced number of sections results in fewer specialists and course offerings (2 specialists for 11 sections) • Potential reduction of intervention (SIPPS) teachers due to smaller enrollment and student need • Fewer students means fewer student support positions (AP, social workers, counselors) • Impacts to Txuj Ci Lower and Upper 	<ul style="list-style-type: none"> • Moving Txuj Ci Lower Hmong Studies into an existing site allows for more staffing options due to the number of students in both programs • Increased number of sections allows for more specialists and course offerings • Potential increase in intervention (SIPPS) teachers due to higher enrollment and student need • More students means more student support positions (AP, social workers, counselors) • Impacts to Txuj Ci Lower and Upper, and Hazel Park

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THANK YOU!



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Policy Update

Policy 507.00 - School Sponsored Activities: Clubs

Committee of the Board

October 07, 2025

Craig Anderson, Executive Director of Teaching and Learning

Policy 507.00 - School Sponsored Activities: Clubs

Current Policy:

1. Last revised in 2008
2. Transitioned to new policy format, which includes Policy Purpose
3. Update language to be clear

Policy Changes

1. **Policy Purpose:** The purpose is to provide students with supervised group activities that support their development and align with the school's educational objectives.
2. **GENERAL STATEMENT OF POLICY**
School-sponsored activities are an important part of the school experience. Student clubs that support student development and education will be allowed and will follow all laws, policies, and applicable rights and responsibilities in a school handbook.

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Policy 507.00 - School Sponsored Activities: Clubs

Current Policy:

1. Organizations of students to provide group activities which are in conformance with the educational objectives of the school system shall be permitted to the extent that they contribute to the training and development of the student.
2. Such organizations or clubs shall be under the direction and supervision of regular school personnel and shall conduct their activities in accordance with the laws of the state, the policies of the Board and administrative regulations.

Policy Changes

1. Student clubs and groups that enrich a student's education and development are permitted within the school system.
2. All student clubs and organizations must³⁰ operate under the guidance of a school staff member. These groups are required to comply with all applicable state laws, school board policies, and administrative regulations.

Questions?

Move to Regular Meeting on October 21, 2025 for first reading of the three-reading process for Policy 507.00

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507.00 SCHOOL SPONSORED ACTIVITIES [Current Policy](#)

I. PURPOSE

The purpose is to provide students with supervised group activities that support their development and align with the school's educational objectives.

II. GENERAL STATEMENT OF POLICY

School-sponsored activities are an important part of the school experience. Student groups that support student development and education will be allowed and will follow all laws, policies, and administrative regulations.

~~1. Organizations of students to provide group activities which are in conformance with the educational objectives of the school system shall be permitted to the extent that they contribute to the training and development of the student.~~

1. Student groups that enrich a student's education and development are permitted within the school system.

~~2. Such organizations or clubs shall be under the direction and supervision of regular school personnel and shall conduct their activities in accordance with the laws of the state, the policies of the Board and administrative regulations.~~

2. All student groups and organizations must operate under the guidance of a school staff member. These groups are required to comply with all applicable state laws, school board policies, and applicable student handbook rules such as the Students Rights and Responsibilities handbook.

LEGAL REFERENCES:

CROSS REFERENCES:



Saint Paul
PUBLIC SCHOOLS

Committee of the Board Meeting

Policy 603.00

Organization of School Calendar and School Day ³³

October 07, 2025

Craig Anderson, Executive Director - Teaching and Learning

Policy 603.00 - Organization of School Calendar and School Day

Current Policy:

1. Does not accurately reflect our current practices and MN state statute on e-learning. Policy last revised in 2008
2. Combine current 603 and 603.01 School year and school day
3. Add e-learning language
4. Transitioned to new policy format, which includes Policy Purpose

See all updates to Policy 603

[Organization of School Calendar and School Day](#)

Policy Changes

1. **Policy Purpose:** The purpose of this policy is to provide for a timely determination of the school calendar and school day.
2. **GENERAL STATEMENT OF POLICY:** The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

Policy 603.00 - Organization of School Calendar and School Day

Current Policy:

1. Only includes the calendar provisions.
2. Does not include language about Labor Day.
3. Does not include that a meet and confer process be used with bargaining units.

Policy Changes

A. The school calendar shall be adopted annually on or before February 1st by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

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B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day. Days devoted to teacher's workshops may be held before Labor Day.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

Policy 603.00 - Organization of School Calendar and School Day

Current Policy: 603.01

STUDENT ARRIVAL AND DEPARTURE TIME 1. Students shall arrive on the school grounds no earlier than (1) the starting time of the school breakfast program, if they are eating breakfast; or (2) the arrival time of the school bus on which they are regularly transported; or (3) fifteen minutes prior to the start of the school program in which they are enrolled. 2. At the conclusion of the school day, all students shall leave the building promptly unless they are engaged in a school-approved and supervised activity.

Policy Changes

A. The superintendent or designee shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. Students shall arrive on the school grounds no earlier than (1) the starting time of the school breakfast program, if they are eating breakfast; or (2) the arrival time of the school bus on which they are regularly transported; or (3) fifteen minutes prior to the start of the school program in which they are enrolled. 2. At the conclusion of the school day, all students shall leave the building promptly unless they are engaged in a school-approved and supervised activity.

C. Proposed changes in the school day shall be subject to review and approval by the school board.

Questions?

Move to Regular Meeting for three-reading process for revisions to Policy 603.00 - Organization of School Calendar and School Day.

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PUBLIC SCHOOLS

Committee of the Board Meeting

Policy 603.01

School Day -- Student Arrival And Departure Time

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October 07, 2025

Craig Anderson, Executive Director - Teaching and Learning

Policy 603.01 - School Day -- Student Arrival And Departure Time

Current Policy: 603.01

STUDENT ARRIVAL AND DEPARTURE TIME 1. Students shall arrive on the school grounds no earlier than (1) the starting time of the school breakfast program, if they are eating breakfast; or (2) the arrival time of the school bus on which they are regularly transported; or (3) fifteen minutes prior to the start of the school program in which they are enrolled. 2. At the conclusion of the school day, all students shall leave the building promptly unless they are engaged in a school-approved and supervised activity.

Policy Changes

Language from Policy 603.01 - School Day -- Student Arrival And Departure Time would be combined with the proposed revisions to Policy 603.00 - Organization of School Calendar and School Day.

Current Policy 603.01 - School Day -- Student Arrival and Departure Time would be rescinded.

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Questions?

Move to Regular Meeting for three-reading process for rescission of Policy 603.01 - School Day -- Student Arrival And Departure Time.

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Below is a draft of a new policy 603 that would replace [603](#) and [603.01](#)
**603 Organization of School Calendar and School Day. Requesting to remove policy
603.01 as it will be incorporated into Policy 603.00. Policy 603.01 - Recind**

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

~~Adopted: 1974 Saint Paul Public Schools Policy
603.00 Revised: 6/17/2008 603.00 SCHOOL CALENDAR, SCHOOL YEAR,
EMPLOYMENT YEAR The Board of Education shall approve the school calendar for
each academic year on or before April 1 of the calendar year in which such academic
year commences. The Board, upon the recommendation of the Superintendent, shall
establish the employment year for employees of the Saint Paul Public Schools in
accordance with the provisions of collective bargaining agreements.~~

A. The school calendar shall be adopted annually on or before February 1st by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day. Days devoted to teacher's workshops may be held before Labor Day.

C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

A. The superintendent or designee shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

B. Students not enrolled in before school programs, shall arrive on the school grounds no earlier than (1) the starting time of the school breakfast program, if they are eating breakfast; or (2) the arrival time of the school bus on which they are regularly transported; or (3) fifteen minutes prior to the start of the school program in which

they are enrolled. 2. At the conclusion of the school day, all students shall leave the building promptly unless they are engaged in a school-approved and supervised activity.

C. Proposed changes in the school day shall be subject to review and approval by the school board.

- Legal References:** Minn. Stat. § 10.55 (Juneteenth)
Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
Minn. Stat. § 645.44 (Words and Phrases Defined)

Adopted: 8/23/1977 Saint Paul Public Schools Policy

~~603.01 Revised: 6/17/2008 603.01 SCHOOL DAY --- STUDENT ARRIVAL AND DEPARTURE TIME~~ 1. Students shall arrive on the school grounds no earlier than (1) the starting time of the school breakfast program, if they are eating breakfast; or (2) the arrival time of the school bus on which they are regularly transported; or (3) fifteen minutes prior to the start of the school program in which they are enrolled. 2. At the conclusion of the school day, all students shall leave the building promptly unless they are engaged in a school-approved and supervised activity.