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Revised: 5/7/1991;
6/17/2008,
1/18/11 (Renumbered)
7/14/2026

Saint Paul Public Schools Policy 602.01

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: