



South St. Paul School Board Meeting
 Monday, June 28, 2021 6:00 PM
 Location: CITY HALL
 125 THIRD AVENUE NORTH
 South St Paul, Minnesota 55075

Agenda

I.	ROLL CALL and PLEDGE OF ALLEGIANCE	
II.	APPROVAL OF MEETING AGENDA/MINUTES	
	A. School Board Meeting Agenda, June 28, 2021	
	B. Committee-of-the-Whole Meeting Minutes, June 14, 2021	3
	C. School Board Meeting Minutes, June 14, 2021	5
III.	REPORTS	
	A. Report: Community Education Director Jeanne Zehnder will give a preview of the Central Square Community Center program offerings.	8
	B. Report: Chair Chris Walker will highlight the Public Listening Session submissions. (C. Walker)	16
	C. Report: Superintendent Webb will provide highlights from around the District. (D. Webb)	17
IV.	CONSENT ITEMS	
	A. Financial Claims: Bills Payable (D. Webb)	29
	B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves (D. Webb)	35
V.	POLICY REVIEW	
	A. Approval, of the following policies:	40

1.	#902- Use of District Facilities and Equipment Policy	41
2.	#903-Visitors to School District Building and Sites	56
VI. BUSINESS ITEMS		
A.	Approval, for the South St. Paul School Board to approve the 2021-22 budgets. (A. Bushberger)	64
B.	Approval, for the South St. Paul School Board to approve the Resolution for Membership in the Minnesota Insurance Scholastic Trust (MIST). (A. Bushberger)	103
C.	Approval, for the South St. Paul School Board to approve the 2021-22 Cyber and Workers Comp Insurance. (A. Bushberger)	109
D.	Approval, for the South St. Paul School Board to approve the 2021-22 Student Rights and Responsibilities Handbook. (D. Webb)	113
E.	Approval, for the South St. Paul School Board to approve the 2021-22 Resolution for Membership in the Minnesota State High School League (MSHSL). (D. Webb)	196
VII. INFORMATIONAL ITEMS		
A.	Board Members' Reports/Committee Updates/Where Have You Seen a Passion: Board members will report on recent educational activities/events in which they have participated as well as other informational items.	
VIII. SUPPLEMENTAL AGENDA		
IX. ADJOURNMENT		

**South St. Paul School Board
Committee-of-the-Whole Meeting Minutes**

June 14, 2021

Chair Chris Walker called the June 14, 2021, meeting of the Committee-of-the-Whole to order at 5:00 PM with six Board members present: Inspector Arend, Diaz, Felton, Laliberte, Walker and Weber. Inspector Raasch was absent. Others present included Superintendent of Schools Dave Webb and several other staff members.

2021-22 Miscellaneous Wages

Annually, miscellaneous wages for various tasks or assignments are recommended to the School Board approval. Miscellaneous wages include game workers, officials, community education, other rates and substitute rates. Human Resource Director Cathy Miller presented the first of two parts of the 2021-22 miscellaneous wages going before the School Board for approval this evening. The second part of the 2021-22 substitute rates and other possible rates will be recommended to the School Board in August.

COVID-19 Face Covering Policy #808

On May 14, 2021, Governor Walz announced an executive order lifting the mask mandate in Minnesota. However, the Minnesota Department of Health (MDH) and the Minnesota Department of Education (MDE) stated that the Minnesota Safe Learning Plan would remain in effect through the end of the 2020-21 school year. The last student/staff day of the 2020-21 school year for South St. Paul Public Schools was Monday, June 14, 2021.

With the ending of the Minnesota Safe Learning Plan, district administration recommended the School Board rescind, effective Monday, June 14, 2021 at 11:59 p.m., their motions approving the COVID-19 Face Covering Policy #808 that was adopted on August 24, 2020 and subsequently revised on January 11, 2021.

Approval of Policies

School district policy #208 requires policies under review to be placed on two consecutive School Board meeting agendas for review and comment by board members, staff and community members. Policies that have been under review since May 10 are going before the School Board for approval this evening.

Education and Identity and Access Management Board Resolution

The Minnesota Department of Education requires School Board's to annually designate an Identified Official with Authority (IOwA) to authorize, review and recertify their district's user access to the state information system. This evening, the Board will be asked to approve Superintendent Dave Webb as the IOwA for South St. Paul Public Schools, Special School District 6.

SSPPS Long-Term Facilities Maintenance

During the 2015 legislative session, the Legislature created a new facilities funding program – Long Term Facilities Maintenance revenue, replacing the previous Health and Safety and Deferred Maintenance programs. In order to qualify for this revenue, the Board must approve a 10-year Long Term Facilities Maintenance plan and submit it to the Minnesota Department of Education by July 31. Finance Director Aaron Bushberger and Buildings and Grounds Director Mark Fenton reviewed a summary of the District's 10-year LTFM plan as well as the 10-year revenue and expenditure calculations.

District 917 Long-Term Facilities Maintenance

Intermediate School District 917 does not have authority to levy for Long Term Facilities Maintenance (LTFM) revenue dollars. As a member of the District 917 collaborative, South St. Paul Public Schools is allowed to levy on their behalf with funds then being paid to District 917 for the services they provide our district. Finance Director Aaron Bushberger reviewed the financial details for our district's portion of 917's LTFM plan being submitted to the Minnesota Department of Education.

2021-22 Budgets

Finance Director Aaron Bushberger provided a review of the proposed 2021-22 budget which included the anticipated revenue and expenditures for the General Fund, Food Service Fund, Community Service Fund and Debt Service Fund. These budgets will go before the School Board for approval on June 28.

The June 14, 2021, committee-of-the-whole meeting was adjourned at 5:50 PM.

Respectfully submitted by:

Lisa Brandecker, Acting Secretary-Clerk
South St. Paul Board of Education



SOUTH ST. PAUL PUBLIC SCHOOLS Special School District No. 6

JUNE 14, 2021

The regular meeting of the School Board, Special School District No. 6, South St. Paul, was held in the city hall council chambers on Monday, June 14, 2021. Chair Chris Walker called the meeting to order at 6:00 PM with six Board members present: Inspectors Arend, Diaz, Felton, Laliberte, Walker and Weber. Inspector Raasch was absent. Superintendent of Schools Dr. Dave Webb was also present.

By Inspector Weber

Seconded by Inspector Laliberte

That the South St. Paul School Board approves the June 14, 2021, School Board meeting agenda and minutes for the following meetings:

- A. School Board Meeting Agenda, June 14, 2021
- B. Committee-of-the-Whole Meeting Minutes, May 24, 2021
- C. Regular Meeting Minutes, May 24, 2021
- D. Finance Committee Meeting Minutes, June 3, 2021
- E. Policy Committee Meeting Minutes, May 3, 2021

Motion carried (6-0)

QUALITY-IN-ACTION AND REPORTS

Central Square Community Center (CSCC) Report: Superintendent Webb provided an overview of the timeline and work for the transition of South St. Paul Public Schools assuming full management and programming for the CSCC.

Public Listening Session Report – There were no public listening session submissions to report.

Superintendent's Update – Superintendent provided highlights from around the district.

By Inspector Diaz

Seconded by Inspector Felton

- A. Financial Claims—Bills Payable
- B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves.
- C. Supplemental Staffing Report

Motion carried (6-0)

By Inspector Laliberte

Seconded by Inspector Weber

Approval, for the South St. Paul School Board to approve rescinding, effective Monday, June 14, 2021 at 11:59 p.m., their motions approving the COVID-19 Face Covering Policy #808 that was adopted on June 24, 2020 and subsequently revised on January 11, 2021.

Motion carried 6 yeas – Weber, Laliberte, Arend, Felton, Diaz, and Walker

0 nays

By Inspector Weber

Seconded by Inspector Diaz

Approval, for the South St. Paul School Board to approve the following policies that have been under review for three consecutive meetings: 102 – Equal Education Opportunity, 104 – School District Mission Statement, 404 – Employment Background Checks, 413-Harassment and Violence, 418 – Drug-Free Workplace/Drug-Free School, 419 – Tobacco-Free Environment, 437 – Student Teaching, 474 – Staff Information Technology Acceptable Use Policy, 501 – School Weapons, 502 – Search of Student Lockers, Desks, Personal Possessions and Student’s Person, 503 – Student Attendance, 504 – Student Dress and Appearance, 505 – Distribution of Non-School Sponsored Materials on School Premises by Students and Employees 512 – School Sponsored Student Publications and Activities, 513 – Student Promotion, retention and Program Design, 514 – Bullying Prohibition, 515 – Protection and Privacy of Pupil Records, 516 – Student Medication, 518 – DNR-DNI Orders, 521 – Student Disability Nondiscrimination, 522 – Student Sex Nondiscrimination, 526 – Hazing Prohibition, 528 – Student Parental, Family and Marital Status Nondiscrimination, 530 – Immunization Requirements, 531 – Pledge of Allegiance, 536 – Student Information Technology Acceptable Use Policy, 550 – Attendance at State Tournaments, 608 – Instruction Services – Special Education, 611 – Home Schooling, 613 – Graduation Requirements, 740 – Employee Motor Vehicle Records, and 801.1 – Naming of Facilities.

Motion carried (6-0)

By Inspector Diaz

Seconded by Inspector Laliberte

Approval, for the South St. Paul School Board to approve the 2021-22 Independent Contract Agreement.

Motion carried (6-0)

By Inspector Felton

Seconded by Inspector Diaz

Approval, for the South St. Paul School Board to approve the 2021-22 Miscellaneous Wages.

Motion carried (6-0)

By Inspector Diaz

Seconded by Inspector Weber

Approval, for the South St. Paul School Board to approve the Education Identity and Access Management Board Resolution.

Motion carried 6 yeas – Weber, Laliberte, Arend, Felton, Diaz, and Walker
0 nays

By Inspector Laliberte

Seconded by Inspector Diaz

Approval, for the South St. Paul School Board to approve the Resolution for Intermediate School District 917s Long-Term Facilities Maintenance Program Budget and Authorizing the Inclusion of a Proportionate Share of those Projects in the District’s Application for Long-Term Facility Maintenance Revenue.

Motion carried 6 yeas – Laliberte, Arend, Felton, Diaz, Weber and Walker
0 nays

By Inspector Felton

Seconded by Inspector Laliberte

Approval, for the South St. Paul School Board to approve the Long-Term Facilities Maintenance 10-Year Plan for South St. Paul Public Schools, Special School District 6.

Motion carried (6-0)

School Board members reported on various educational activities/events in which they have participated as well as other informational items.

By Inspector Diaz
That the School Board moves to adjourn the June 14, 2021, meeting at 6:35 PM
Motion carried (6-0)

Seconded by Inspector Weber

Official Board Minutes are available in the District
Office at 104 – 5th Ave. So. – So. St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Regular Meeting Reports

Action Requested: None

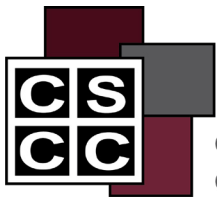
Attachment: None

Topic: Central Square Community Center Report

Presenter(s): Jeanne Zehnder, Community Education Director

Background:

Beginning July 1, South St. Paul Public Schools will assume management of the Central Square Community Center (CSCC). Community Education Director Jeanne Zehnder, who will oversee the management of the facility, will provide an update on the Central Square management transition as well as highlight various program offerings available to our community.



**CENTRAL SQUARE
COMMUNITY CENTER**



South St. Paul Public Schools

104 5th Avenue South
South St. Paul, MN 55075
www.sspps.org

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SOUTH ST. PAUL,
MN

South St. Paul Community,

Welcome to the Central Square Community Center (CSCC), a place where our community can come together to learn, grow and socialize!

Come and Explore!

South St. Paul Public Schools (SSPPS), as owners of the site, invite you to come and explore all that CSCC has to offer! Staff will be on site July 6 – 9 from 7:30am-3:00pm to answer questions, assist in registering for classes and to help you learn about all the new programming and opportunities we have to offer.

Postal Box Patron
South St. Paul, MN 55075

SUMMER PROGRAMMING

Virtual Classes Begin July 1 and In-Person on July 12. Class descriptions and schedules inside.

NEW THIS FALL!

While you will likely see many of the same things our community has come to know and love about CSCC, we are also working on expanded programming opportunities for this fall.

Adult Enrichment: Classes & opportunities for every interest

- Health, Wellness, and Safety
- Culinary Arts
- Creative Arts
- Dance
- Fitness
- Hobbies
- Home
- Money Management
- And much more

Youth Enrichment: Opportunities for ages 5-15

- After school activities for middle school students
- Youth enrichment for mixed ages
- ACT prep
- Drivers education
- Babysitter Training
- CPR for Babysitters
- Gymnastics
- And much more!

While this is not a full list of opportunities in the works, we invite you check out our website, call us at (651) 306-3632, or to stop in and see us to learn more.



Stay up to date with CSCC Programming at:
www.sspps.org/centralsquare

ADULT BASIC EDUCATION

This fall the SSP Adult Basic Education (ABE) and Community Education are moving to Central Square. ABE classes will take place at Central Square Community Center. ABE provides adults in Northern Dakota County with educational opportunities to acquire and improve literacy skills in order to become self-sufficient, proud employees, family members, and citizens.

FREE ADULT CLASSES:

Call about Free classes for adults in areas such as:

- English Language Learning
- Reading
- Math
- Writing
- Job Skills
- GED Test Prep
- TEAS Prep

Register for all Central Square Community Center and ABE Programs and Classes at:

<https://tridistrict.ce.eleyo.com/>

Or register in-person at Central Square Monday - Friday from 7:30am - 4:00pm

JULY SENIOR CENTER PROGRAMMING

The South St. Paul Senior Center promotes and provides opportunities in the area of socialization, recreation, education, and health to residents age 55 and up. If you are interested in joining the Senior Center Board please let the Central Square front desk know. More program information can be found at www.sspps.org/centralsquare.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 CSCC Closed for Improvements	2 CSCC Closed Holiday	3 CSCC Closed Holiday
4 CSCC Closed Holiday	5 CSCC Closed Holiday	6 CSCC Closed for Improvements	7 CSCC Closed for Improvements	8 CSCC Closed for Improvements	9 CSCC Closed for Improvements	10 CSCC Closed for Improvements
11	12	13 Woodcarvers 9:00 am	14 500 Cards 12:00 - 2:30 pm	15	16 500 Cards 12:00 - 2:30 pm	17
18	19	20 Woodcarvers 9:00 am	21 500 Cards 12:00 - 2:30 pm	22	23 500 Cards 12:00 - 2:30 pm	24
25	26	27 Woodcarvers 9:00 am	28 500 Cards 12:00 - 2:30 pm	29 Hand & Foot Card Games 12:00 - 2:30 pm	30 500 Cards 12:00 - 2:30 pm	31

Schedules and programs are subject to change

Activities include:

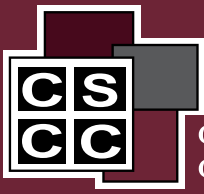
- Wood Carvers
- 500 Cards
- Hand & Foot Card Games
- Penny Bingo
- Fitness Classes on site and virtual
- Fashion Show
- Holiday Lunch
- Trips
- Out to Lunch
- 55 Alive Classes
- Fare for All

SSP Buzz

8:30-11 Monday-Friday.

Join your neighbors for a cup or 2 of joe and get your local buzz of what's happening around the community.





JULY AND AUGUST PROGRAM SCHEDULE

FITNESS CLASS SCHEDULES

VIRTUAL CLASSES: July 3 - July 31, 2021 and August 1 - August 31, 2021

Instructions for virtual classes will be provided on your registration receipt. You will need to register for a free account with the online meeting site called ZOOM.

<i>Classes and fees are subject to change</i>	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Strength Cardio	9:00 am Dana	8:30 am Terie	6:00 pm Jina	8:30 am Terie 6:00 pm Rita		5:30 pm Jina/Rita	8:00 am Terie
Yoga			8:30 am Terie				9:00 am Terie
Senior Yoga		9:30 am Terie		9:30 am Terie			
Senior Strength Cardio			9:30 am Terie				
Yoga				5:00 pm Terie			
Yoga/Pilates		6:00 pm Jina/Rita					

VIRTUAL CLASS FEES:

- 1 time per week - \$20 per month
- 2 times per week - \$30 per month
- 3 times per week - \$40 per month
- Unlimited - \$55 per month

Strength Cardio - Improve your health, increase cardiovascular and muscular strength and endurance by alternating between cardio and resistance training in this fun class that will get you moving.

Yoga - Gain strength, stamina and balance with this mind soothing yoga class. Move through poses designed to increase flexibility, balance, and range of motion. Bring your body and mind together, improve your immune system and reduce stress.

Senior Yoga - Senior focused, but all are welcome to join. Move through seated and standing poses designed to increase flexibility, balance and range of motion. Finish with mat work and finally, relaxation. (Floor exercises will be added to the last 10 minutes of class. If you are unable to get down on the floor, modifications will be available.)

Senior Strength Cardio - Senior focused, but all are welcome to join. Increase strength, body tone and balance. Chairs will be used for sitting exercises and for balance during standing exercises.

Yoga/Pilates - Burn calories and strengthen your core with this mix of yoga poses, and pilates moves, for toning and stretching. The first 30 minutes take you through a flowing yoga sequence, the last 30 offer core strength with Pilates moves.

IN-PERSON CLASSES: Begin July 12 and run through August 28, 2021

Restrictions are in place for in-house classes, including limited registration, spacing guidelines & equipment sanitization.

<i>Classes and fees are subject to change</i>	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Aqua Interval				6:00 pm Kim			
Total Body			5:15 am Kim	4:30 pm Kim	5:15 am Kim		
Kettlebell- TRX Fusion				6:30 pm Jina			
Silver Sneakers Cardio Strength						*9:30 am Kim	
Silver & Fit Explore (Senior)			**9:30 am Kim		**9:30 am Kim		
Aqua Fitness (Senior)			10:30 am Kim		10:30 am Kim	*10:30 am Kim	

* Free to Silver Sneakers members **Free to Silver and Fit members

IN-PERSON CLASS FEES:

- \$35 per class
- Seniors: \$15 per six week class (Silver Sneakers Cardio Strength, Silver & Fit Explore, Aqua Fitness)

SilverSneakers® and Silver and Fit® are both Medicare fitness programs. Visit silversneakers.com and silverandfit.com for more information and registration.

Aqua Interval - High energy, low impact water classes designed for all fitness levels.

Total Body - A high-energy, total body workout that offers a variety of new exercises and tools to keep your body moving, your heart rate going.

Kettlebell - TRX® Fusion - Method of fitness that uses body weight to build strength, flexibility and balance.

Silver Sneakers Cardio Strength - Senior focused, but all are welcome to join. This class is designed to focus on and increase flexibility, joint stability, dynamic balance, coordination, agility, muscular strength, and cardiovascular endurance.

Silver & Fit Explore (Senior) - Senior focused, but all are welcome to join. Silver & Fit Explore is designed for older adults who are just getting started or are returning to an exercise routine. Participating in this class will help increase your heart health, muscular endurance and strength, flexibility, and balance. As you increase your fitness, you may also find you have more energy to take on your daily tasks and may even sleep better. If you are looking for a gentle workout with seated exercise options, this class is for you!

Aqua Fitness (Senior) - Senior focused, but all are welcome to join. A lower intensity class that incorporates cardiovascular training as well as water resistance to strengthen muscles and techniques to improve balance.

JULY LAP SWIM SCHEDULE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<i>Schedule and fees are subject to change</i>				1 CSCC Closed for Maintenance	2 CSCC Closed Holiday	3
4 CSCC Closed Holiday	5 CSCC Closed Holiday	6 CSCC Closed for Maintenance	7 CSCC Closed for Maintenance	8 CSCC Closed for Maintenance	9 CSCC Closed for Maintenance	10
11	12 5:00 am - 7:30 pm	13 5:00 - 11:30 am 1:45 - 7:30 pm	14 5:00 am - 7:30 pm	15 5:00 am - 7:30 pm	16 5:00 - 11:30 am 1:45 - 3:00 pm	17
18	19 5:00 am - 7:30 pm	20 5:00 - 11:30 am 1:45 - 7:30 pm	21 5:00 - 11:30 am 1:45 - 7:30 pm	22 5:00 - 11:30 am 1:45 - 7:30 pm	23 5:00 - 11:30 am 1:45 - 3:00 pm	24
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PUNCH CARDS - Punch card valid for daily admissions at CSCC pool only.

DAILY RATE:

- \$4
- \$2 Seniors (65+)

10-DAY PUNCH CARD RATE:

- \$35 (19-64 yrs old)
- \$15 Seniors (65+)

30-DAY PUNCH CARD RATE:

- \$70 (19-64 yrs old)
- \$30 Seniors (65+)

Monthly lap swim schedules will be available the 15th of the prior month. It will be posted on the SSPPS district website and in the CSCC newsletter. Look for the August schedule on July 15th!

South St. Paul
Public Schools



Central Square Community Center Update

June 28, 2021

Passionate Learners



Positively Changing Our World

CSCC Timeline

- **July 6-9:** Building Reset and Registration Opportunities
 - In-Person at CSCC or <https://tridistrict.ce.eleyo.com/>
- **July 3:** Virtual Fitness Classes Begin
- **July 7:** Senior Center Board Meeting at CSCC
- **July 12:**
 - Senior Center Programming
 - In-Person Fitness Classes
 - Lap Swim
- **September 7:** Fall programming begins



Central Square Newsletter

Watch your mailbox for a Central Square newsletter with additional details!



CENTRAL SQUARE COMMUNITY CENTER



South St. Paul Public Schools
104 5th Avenue South
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www.spsps.org



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Yoga			8:30 am Tara		9:30 am Tara		9:00 am Tara
Senior Yoga		9:30 am Tara					
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SilverSneakers® and Silver and Fit® are both Medicare fitness programs. Visit sillersneakers.com and silverandfit.com for more information and registration.

Aqua Interval - High energy, low impact water classes designed for all fitness levels.

Total Body - A high-energy, total body workout that offers a variety of new exercises and tools to keep your body moving, your heart rate going.

Kettlebell-TRX Fusion - Method of fitness that uses body weight to build strength, flexibility and balance.

Silver Sneakers Cardio Strength - Senior focused, but all are welcome to join. This class is designed to focus on and increase flexibility, joint stability, dynamic balance, coordination, agility, muscular strength, and cardiovascular endurance.

Silver & Fit Explore (Senior) - Senior focused, but all are welcome to join. Silver & Fit Explore is designed for older adults who are just getting started or are returning to an exercise routine. Participating in this class will help increase your heart health, muscular endurance and strength, flexibility, and balance. As you increase your fitness, you may also find you have more energy to take on your daily tasks and may even sleep better. If you are looking for a gentle workout with seated exercise options, this class is for you.

Aqua Fitness (Senior) - Senior focused, but all are welcome to join. A lower intensity class that incorporates cardiovascular training as well as water resistance to strengthen muscles and techniques to improve balance.

JULY LAP SWIM SCHEDULE

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 CSCC Closed for Maintenance	2 CSCC Closed Holiday	3
4 CSCC Closed holiday	5 CSCC Closed holiday	6 CSCC Closed for Maintenance	7 CSCC Closed for Maintenance	8 CSCC Closed for Maintenance	9 CSCC Closed for Maintenance	10
11	12 5:00 am - 7:30 pm	13 5:00 - 11:30 am 1:45 - 7:30 pm	14 5:00 am - 7:30 pm	15 5:00 am - 7:30 pm	16 5:00 - 11:30 am 1:45 - 3:00 pm	17
18	19 5:00 am - 7:30 pm	20 5:00 - 11:30 am 1:45 - 7:30 pm	21 5:00 - 11:30 am 1:45 - 7:30 pm	22 3:00 - 11:30 am 1:45 - 7:30 pm	23 5:00 - 11:30 am 1:45 - 3:00 pm	24
25	26 5:00 am - 7:30 pm	27 5:00 am - 7:30 pm	28 5:00 am - 7:30 pm	29 5:00 am - 7:30 pm	30 5:00 am - 3:00 pm	31

PUNCH CARDS - Punch card valid for daily admissions at CSCC pool only.

DAILY RATE:
• \$4
• \$2 Seniors (65+)

16-DAY PUNCH CARD RATE:
• \$35 (19-64 yrs old)
• \$15 Seniors (65+)

30-DAY PUNCH CARD RATE:
• \$70 (19-64 yrs old)
• \$30 Seniors (65+)

Monthly lap swim schedules will be available the 15th of the prior month. It will be posted on the SPSPS district website and in the CSCC newsletter. Look for the August schedule on July 15th!

Register for all CSCC programs at: <https://tridistrict.ce.eleyo.com/> or in person at Central Square M-F, 7:30am - 4:00pm | (651) 306-3632 | www.spsps.org/centralsquare

New This Fall!

Beginning
September 12

Adult Enrichment Opportunities

- Health, Wellness and Safety
- Fitness
- Culinary Arts
- Creative Arts
- Hobbies
- Dance
- Home



New This Fall!

Youth Enrichment Opportunities

- After school activities
- Youth enrichment
- ACT Prep
- Drivers Education
- Babysitter Training
- CPR for Babysitters
- And so much more!





SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Regular Meeting Reports

Action Requested: None

Attachment: None

Topic: School Board Listening Session Report

Presenter(s): Board Chair Chris Walker

Background:

The South St. Paul School Board provides the following opportunities for community members to address the board:

- **In-Person** on the first meeting date of each month according to the schedule listed on the [district's website](#). Public listening sessions are held at City Hall (125 - 3rd Avenue North) beginning at 4:15 PM in the second floor conference room.
- **Electronic form submissions** are accepted on all meeting dates listed on the [district's website](#). [Click here to submit a Public Listening Session comment](#).
 - Form submissions will be acknowledged by Board Chair and/or Superintendent on-air during the regular business meeting. The Board Chair and/or Superintendent will also follow-up personally with the individuals submitting a Public Listening Session form.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Reports

Action Requested: None

Attachment: None

Topic: Superintendent's Update
Presenter(s): Superintendent Dave Webb
Background: Superintendent Dave Webb will provide highlights from around the District.
Recommendation: N/A
Alternatives: N/A

South St. Paul
Public Schools



Superintendent's Update

Dave Webb, Superintendent

June 28, 2021

Passionate Learners



Positively Changing Our World



Summer Meals

- Free summer meals for SSP children ages 1-18
- Tuesdays and Thursdays through August 19
- SSP Secondary
11:00am - 1:00pm and
3:30 - 5:30pm

More Pickup Times and Locations:
[www. sspps.org/Page/2965](http://www.sspps.org/Page/2965)





Kindergarten Camp

- For incoming SSP Kindergarteners
- Tour school
- Meet teachers
- Make new friends

Enroll in Kindergarten Camp:
www.sspps.org/Page/2946



District Highlights





Packer Preview

- Incoming 6th graders
- Tour school
- Learn skills for middle school success





Summer Learning Academy

- Grades 1-5
- Half-day, 6 week summer learning opportunity





Early Learning Summer Blast

- Students going into 4 year old preschool or kindergarten





SSPPS at Kaposia Days!

- School Board members and SSPPS clubs and activities participated in the Kaposia Days Parade



Upcoming Calendar Events



Important Dates

- **July 5-8**, No Summer Learning Classes
- **July 6-9**, Visit Central Square
- **July 12**, Central Square Reopening
- **August 9-12**, Kindergarten Camp



Meeting Materials Available:

www.sspps.org



Our District



School Board



Meeting Agendas & Minutes





SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Consent Items

Action Requested: Approval

Attachment: Financials – Bills Payable

Topic: Financials – Bills Payable
Presenter(s): Chair
Background: It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.
Recommendation: Approve financial statement
Alternatives: N/A

<u>CHECK</u>		<u>CHECK</u>	
<u>NUMBER</u>	<u>AMOUNT</u>	<u>DATE</u>	<u>VENDOR</u>
196882	-72.00	06/16/2021	PETERSON, BILL
196985	309.06	06/15/2021	GURSTEL LAW FIRM PC
196986	449.94	06/15/2021	LOCAL #70
196987	1,283.70	06/15/2021	MINNESOTA CHILD SUPP
196988	318.00	06/15/2021	OFFICE AND PROF EMPL
196989	10.00	06/15/2021	SOUTH ST PAUL OPEN F
196990	151.00	06/15/2021	SOUTH ST PAUL EDUCAT
196991	735.24	06/15/2021	SSP EASRP
196992	8,092.00	06/17/2021	ACT
196993	1,156.79	06/17/2021	ALLSTREAM
196994	2,744.47	06/17/2021	AMAZON CAPITAL SERVI
196995	750.00	06/17/2021	BACKUPIFY
196996	2,689.20	06/17/2021	CANON FINANCIAL SERV
196997	3,215.72	06/17/2021	CITY OF SOUTH ST PAU
196998	43.95	06/17/2021	CULLIGAN-MILBERT COM
196999	5,836.60	06/17/2021	DAKOTA COUNTY
197000	39.80	06/17/2021	DICOSIMO, STACEY
197001	119.30	06/17/2021	FLINN SCIENTIFIC, IN
197002	1,200.00	06/17/2021	GENERATIVE LEARNING
197003	182.95	06/17/2021	GLOBE PRINTING & OFF
197004	5,684.83	06/17/2021	GREAT RIVER PRINTING
197005	1,623.29	06/17/2021	HASTINGS BUS COMPANY
197006	85.59	06/17/2021	HENDRICKSON, RENEE
197007	21.35	06/17/2021	HY-VEE ACCOUNTS RECE
197008	17,135.61	06/17/2021	INTERMEDIATE DISTRIC
197009	73,800.00	06/17/2021	INVER HILLS COMMUNIT
197010	1,690.00	06/17/2021	JOHNSON, CHRISTINE
197011	300.00	06/17/2021	JOHNSON, DIANNA
197012	6.58	06/17/2021	KNOWLAN'S
197013	135.90	06/17/2021	LANGUAGE LINE SERVIC
197014	849.00	06/17/2021	LEARNING FORWARD
197015	119.98	06/17/2021	LOFFLER COMPANIES
197016	105.00	06/17/2021	MASPA/STATE NEGOTIAT
197017	3,300.00	06/17/2021	METROPOLITAN STATE U
197018	565.85	06/17/2021	MID CITY INDUSTRIAL
197019	180.00	06/17/2021	MINNESOTA DEPARTMENT
197020	4,119.31	06/17/2021	MUSKEGON HEIGHTS SOL
197021	35.97	06/17/2021	NAPA AUTO PARTS
197022	80.00	06/17/2021	NATIONAL SPEECH & DE
197023	616.00	06/17/2021	NEW WAY HYPNOSIS CLI
197024	683.94	06/17/2021	PITNEY BOWES, INC
197025	1,263.89	06/17/2021	POW WOW GROUNDS LLC
197026	285.00	06/17/2021	PRESIDIO NETWORKED S
197027	2,017.00	06/17/2021	PURCHASE POWER
197028	6,447.64	06/17/2021	SAFEWAY WISCONSIN, I
197029	256.77	06/17/2021	SCHLEMMER, MONICA
197030	1,690.00	06/17/2021	SUNBELT STAFFING
197031	10,469.12	06/17/2021	TEACHERS ON CALL
197032	1,111.11	06/17/2021	TSCHIDA, MARY
197033	17,653.82	06/17/2021	UPPER LAKES FOODS
197034	3,770.66	06/17/2021	XCEL ENERGY
197035	20.00	06/23/2021	ABAMATH LLC
197036	530.16	06/23/2021	ACADEMY OF HOLY ANGE
197037	60.00	06/23/2021	ADBIRAHMAN, NUR
197038	7,499.65	06/23/2021	BEVSO
197039	115.00	06/23/2021	BURKETT, EVA

CHECK NUMBER	AMOUNT	DATE	CHECK VENDOR
197040	98.03	06/23/2021	CAROLINA BIOLOGICAL
197041	65.00	06/23/2021	CITICARGO & STORAGE
197042	2,492.66	06/23/2021	CITY OF SOUTH ST PAU
197043	1,496.25	06/23/2021	COMMUNITY OF SAINTS
197044	137.24	06/23/2021	CONCORDIA ACADEMY
197045	1,598.00	06/23/2021	CRETIN-DERHAM HALL
197046	2,596.28	06/23/2021	CROWN OF LIFE
197047	228.00	06/23/2021	ED'S TROPHIES
197048	270.72	06/23/2021	FIRST BAPTIST SCHOOL
197049	1,384.53	06/23/2021	GENERAL PARTS INC
197050	485.04	06/23/2021	GROVES ACADEMY
197051	60,431.75	06/23/2021	HEALTH PARTNERS
197052	1,545.36	06/23/2021	HILL-MURRAY SCHOOL
197053	184.24	06/23/2021	HOPE ACADEMY
197054	858.00	06/23/2021	INVER WOOD GOLF COUR
197055	614.88	06/23/2021	JUMP CITY
197056	308.32	06/23/2021	KING OF KINGS LUTHER
197057	512.80	06/23/2021	LINK INTERPRET
197058	225.60	06/23/2021	LITTLE VOYAGERS MONT
197059	268.84	06/23/2021	MINNEHAHA ACADEMY
197060	206.80	06/23/2021	MN WALDORF SCHOOL
197061	1,584.84	06/23/2021	NATIVITY OF OUR LORD
197062	879.84	06/23/2021	NEW LIFE ACADEMY
197063	72.00	06/23/2021	PETERSON, WILLIAM
197064	966.32	06/23/2021	PROVIDENCE ACADEMY
197065	1,280.90	06/23/2021	QUILL CORPORATION
197066	2,340.00	06/23/2021	RICH VALLEY GOLF COU
197067	57.94	06/23/2021	S & S WORLDWIDE
197068	332.35	06/23/2021	SCHMITT MUSIC
197069	9,913.24	06/23/2021	ST AGNES SCHOOL
197070	1,981.52	06/23/2021	ST ANNE'S ACADEMY
197071	4,797.76	06/23/2021	ST CROIX LUTHERN ACA
197072	5,115.48	06/23/2021	ST JOSEPH'S SCHOOL
197073	150.40	06/23/2021	ST PAUL ACADEMY
197074	981.36	06/23/2021	ST THOMAS ACADEMY
197075	8,666.41	06/23/2021	STANDARD INSURANCE C
197076	222.50	06/23/2021	STRATEGIC STAFFING S
197077	1,690.00	06/23/2021	SUNBELT STAFFING
197078	3,481.55	06/23/2021	TEAM SPORTING GOODS,
197079	2,231.56	06/23/2021	TRINITY AT RIVER RID
197080	2,216.21	06/23/2021	TRIO SUPPLY CO
197081	365.59	06/23/2021	TSCHIDA, MARY
197082	971.96	06/23/2021	VISITATION SCHOOL
197083	270.00	06/23/2021	THE WORKS
197084	63.11	06/23/2021	XCEL ENERGY
202000278	5,985.67	06/15/2021	MINNESOTA PAYROLL TA
202000279	35,085.85	06/15/2021	FEDERAL PAYROLL TAXE
202000280	10,714.23	06/15/2021	TSA/ACH DEDUCTION
202000281	20,865.13	06/15/2021	TEACHER RETIREMENT A
202000282	40,363.86	06/15/2021	MINNESOTA PAYROLL TA
202000283	244,485.94	06/15/2021	FEDERAL PAYROLL TAXE
202000284	40,520.18	06/15/2021	PERA
202000285	55,256.18	06/15/2021	TSA/ACH DEDUCTION
202000286	120,361.22	06/15/2021	TEACHER RETIREMENT A
202000287	0.00	06/15/2021	MINNESOTA PAYROLL TA
202000288	0.00	06/15/2021	FEDERAL PAYROLL TAXE

<u>CHECK</u>	<u>CHECK</u>		
<u>NUMBER</u>	<u>AMOUNT</u>	<u>DATE</u>	<u>VENDOR</u>
202100156	70.00	06/10/2021	ALEJANDRINO, LINDSAY
202100157	32.11	06/10/2021	APPLEQUIST, BRENDA
202100158	13.90	06/10/2021	BRETOI, TERRENCE
202100159	328.89	06/10/2021	DERRYBERRY MAURER, N
202100160	69.86	06/10/2021	GORMAN, LISA
202100161	9.10	06/10/2021	GROSS, ERIN
202100162	29.64	06/10/2021	GYSBERS, HEATHER
202100163	170.10	06/10/2021	HOLSEN, ERIC
202100164	230.00	06/10/2021	MCNOWN, LINDSEY
202100165	43.96	06/10/2021	MOEN, PAUL
202100166	71.06	06/10/2021	NICHOLSON, DANIELLE
202100167	195.00	06/10/2021	ROCK, JESSE
202100168	9.10	06/10/2021	TAYLOR MINER, MELANE

895,135.90 Totals for checks

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL	615,938.73	0.00	211,192.10	827,130.83
02	FOOD SERVICE	9,959.67	0.00	29,320.06	39,279.73
04	COMMUNITY EDUCATION	20,148.66	115.00	3,844.86	24,108.52
05	CAPITAL	0.00	0.00	3,373.14	3,373.14
50	ACTIVITY ACCOUNT	1,243.68	0.00	0.00	1,243.68
***	Fund Summary Totals ***	647,290.74	115.00	247,730.16	895,135.90

***** End of report *****

CHECKRUNS

<u>FUND</u>	<u>DESCRIPTION</u>	<u>June 11, 2021 - June 23, 2021</u>
1	GENERAL	\$827,130.83
2	FOOD SERVICE	\$39,279.73
4	COMMUNITY EDUCATION	\$24,108.52
5	CAPITAL	\$3,373.14
6	CONSTRUCTION	\$0.00
7	DEBT SERVICE	\$0.00
47	OPEB	\$0.00
50	ACTIVITY ACCOUNTS	\$1,243.68
	TOTAL	<u>\$895,135.90</u>

Check 196985 - 196704

Employee ACH 202100156 - 202100168

Wire Payments 202000278 - 2020000288

PAYROLL

6/15/21

Payroll Direct Deposit	900066148 - 900066624	\$786,097.03
Checks		



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Consent Items

Action Requested: Approval

Attachment: Staffing

Topic: Staffing
Presenter(s): Chair
Background: The staffing report includes the Appointments, Resignations, Transfers, Retirements, Abolishments and Leaves being recommended to the School Board for approval.
Recommendation: Administration recommends approval of the proposed staffing.
Alternatives: Amend the motion to remove a certain appointment, resignation, transfer, retirement, abolishment, or leave. Provide administration with directions for next steps.

Certified

A. Appointments/Reassignments

1. Susan Bergquist – 1.0 FTE MTSS Specialist/School Psychologist, District-wide, Specialist, Step 6, effective August 23, 2021. (pending MDE license)
2. Michael Kretzchmar - .6 FTE Spanish Teacher (Temporary), Middle School, and .4 FTE French Teacher, Middle School, BA00, Step 2, effective August 23, 2021. (rehire; pending MDE Spanish license)
3. Tyler LaRose – .5 FTE Spanish Teacher, Middle School, and .2 FTE Spanish Teacher, High School, BA00, Step 6, effective August 23, 2021.
4. Anne-Marie White – 1.0 FTE Media & Technology Teacher, Kaposia Education Center, BA45, Step 7, effective August 23, 2021. (rehire; pending MDE license)

Change of Assignment – Effective for the 2021-22 school year

Tania Lauby – Change from 1.0 FTE Science Teacher, High School, to .6 FTE Medical Careers (CCR) Teacher (pending MDE license) and .4 FTE Science Teacher, High School

Sara Voss – Change from 1.0 FTE French Teacher, Middle School, to .8 FTE French Teacher, Middle School, and .2 FTE French Teacher, High School

2021 Summer School (\$31.50 per hour)

Middle School Summer Learning

(Session 1: June 15–July 1; Session 2: July 12–29; Session 3: August 2-19; up to 3 sessions plus planning and prep)

Jody Sielski – Substitute

Molly Timmerman – Substitute

Summer Learning Academy – Elementary

(Session 1: June 21-July 1; Session 2: July 12-22; Session 3: July 26-August 5; up to 3 sessions plus planning and prep)

Atari Agbamu – Substitute

ESY Home-Based Teacher (July 7-29; up to 25 hours)

Jesse Arvidson

2021 Summer Curriculum Writing (\$29.00 per hour)

Secondary Building

Up to 31 hours

Joe Burk

Up to 30 hours

Jenna Haack

Mike Kvalheim

Tania Lauby

Lindsey McNown (increase from 20 hours)

Tara St. Martin (increase from 20 hours)

Molly Timmerman

Kaposia

Up to 4 hours

Lauren Foley

Rachel Hosszu

Sydney Jacobson

Lincoln

Up to 6 hours (increase from 2 hours)

Kathleen Hanley

Jesse Moen

Tom Swanson

Up to 18 hours

Jane Cornell
 Jesse Rock (increase from 15 hours)
 Bob Peterfeso (increase from 15 hours)

Up to 6 hours

Tim Kennealy

Up to 4 hours

Steve Casperson

Up to 4 hours

Jeanine Brown
 Marie Hydukovich
 Drew Johnson
 Liz Roszak
 Lauren Ryan
 Tracy Weir
 Robbyn Wincentsen

District

Up to 40 hours

Andrew Doran (increase from 27 hours)
 Jen Sexauer

Up to 20 hours

Frank Arend
 Tammy Lenarz

2020-21 ECA

Summer Strength Camp (Up to \$12,000 total for all staff)

Staff Members (\$18.00 per hour)

Pete Schultz

Summer Basketball Camp – Girls (Up to \$2,500 total for all staff)

Non-Staff Members (\$12.00 per hour)

Brynn Bauer

2021-22 ECA

Teacher Leadership

Teacher Licensure Coordinator (50%)	Adiani, Elizabeth	\$377
Teacher Licensure coordinator (50%)	McAlpine, Arlene	\$377

B. Resignations/Retirements/Leaves/Reductions/Other

Classified

A. Appointments/Reassignments

1. Kimberly Befort – Fitness Instructor, Central Square Community Center, \$23.50 per hour, up to 15 hours per week, effective July 1, 2021.
2. Jina Digaetano – Fitness Instructor, Central Square Community Center, \$23.50 per hour, up to 15 hours per week, effective July 1, 2021.
3. Terie Hanson – Fitness Instructor, Central Square Community Center, \$23.50 per hour, up to 15 hours per week, effective July 1, 2021.
4. Adam Heinz – Building Supervisor, Central Square Community Center, \$14.00 per hour, up to 20 hours per week, effective July 1, 2021. (pending criminal background check)
5. Teresa Joens-Kostick – Building Supervisor, Central Square Community Center, \$14.00 per hour, up to 20 hours per week, effective July 1, 2021.
6. Desmond Radunz – Building Supervisor, Central Square Community Center, \$14.00 per hour, up to 20 hours per week, effective July 1, 2021.
7. Dana Schulte – Fitness Instructor, Central Square Community Center, \$23.50 per hour, up to 15 hours per week, effective July 1, 2021.
8. Susan Stack-Johnson – Building Supervisor, Central Square Community Center, \$14.00 per hour, up to 20 hours per week, effective July 1, 2021.
9. Rita Wurm – Fitness Instructor, Central Square Community Center, \$23.50 per hour, up to 15 hours per week, effective July 1, 2021.

2021 Summer School

Special Education Assistant – Preschool Summer Blast Programs; Lincoln Center

(June 21 – August 5; \$19.37 per hour; 18.7 hours per week)

Andy Goelzer

Bus Aide – Extended School Year (ESY) Programs; Lincoln Center

(July 6-29; \$15.81 per hour; up to 5 hours per day)

Scott Clifford

2021 Summer Maintenance (June 14 – September 3; \$16.99 per hour; up to 32 hours per week)

Secondary

William Furlong

Robert Steffen

B. Resignations/Retirements/Leaves/Reductions/Other

1. Amanda Hackerson – Leave of absence from her position as Preschool Teacher, Kaposia Education Center, effective approximately August 30, 2021, through December 22, 2021.
2. Anna Hemmelman – Resignation from her position as Special Education Assistant, High School, effective June 16, 2021.
3. Joseph Roehlen – Resignation from his position as Part-Time Cleaner, Central Square, effective June 16, 2021.
4. Jonathan Schulz – Part-Time Cleaner, Secondary Building, probationary non-renewal, effective June 10, 2021.
5. Elizabeth Toeben – Resignation from her position as School Age Care Supervisor, Lincoln Center, effective June 29, 2021.
6. America Zuniga – Resignation from her position as Testing and Events Coordinator, Secondary Building, effective July 6, 2021.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Policy

Action Requested: Approval

Attachment: Policy #902 – Use of District Facilities and Equipment
Policy #903 – Visitors to School District Building Sites

Topic: Policy Approval
Presenter(s): Superintendent Webb
Background: School district policy #208 requires policies under review to be placed on two consecutive School Board meeting agendas for review and comment by board members, staff and community members. On the third and subsequent meeting, the policies will go before the School Board for approval. Policy also states that in the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board.
Recommendation: Superintendent Webb recommends policies 902 and 903 be approved under the emergency option.
Alternatives: Do not approve the revised policies and direct administration with next steps.



Adopted: March 13, 1974

MSBA/MASA Model Policy 902

Orig. 1995

Revised: 9/11/74, 9/7/77, 6/30/81, 8/18/81, 3/16/82

Rev. 2012

5/4/82, 10/4/83, 4/9/85, 1/7/86, 6/5/90,

5/19/92, 3/15/95, 1/10/05, 12/10/07; 4/25/11

7/25/16; 2/10/20; 6/28/21

902 USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT

I. PURPOSE

The purpose of this policy is to provide guidelines for community use of school facilities and equipment.

II. GENERAL STATEMENT OF POLICY

The school board encourages maximum use of school facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school purposes. Facilities are available to the community on an equitable basis and are to be used in a manner consistent with district policies and regulations as noted in the appendix.

III. GENERAL COMMUNITY USE OF SCHOOL FACILITIES AND EQUIPMENT

A. The school board may require a rental fee for the use of school facilities. Such fees may include the cost of custodial, technical and supervisory services if deemed necessary. It may also require a deposit or a surety bond for the proper use and repair of damage to school facilities. A rental fee schedule, deposit or surety bond schedule and payment and payment procedure shall be presented for review and approval by the school board annually under a separate resolution.

IV. RULES FOR USE OF FACILITIES AND EQUIPMENT

A. The school board expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. The school district reserves the right to cancel or refuse rentals from individuals or groups who do not adhere to the district's facilities use procedure or who fail to show said respect of school district property and understanding of proper use. A certificate of insurance may be required by the school district to ensure payment of these damages and any liability for injuries.

Legal References: Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Cross References: MSBA/MASA Model Policy 801 (Equal Access to Facilities of Secondary Schools)
MSBA/MASA Model Policy 901 (Community Education)



Facility Use Permit Application

Mail to:

Community Education, Facility Usage
 517 – Marie Avenue
 100 – 7th Avenue North
 South St. Paul, MN 55075
 E-Mail: ljacobs-buse@sspps.org
 Telephone: (651) 306-3632
 Fax: (651) 457-9485

*Complete form, sign and date ~ Submit to CE Facility Use ~
 ~ Certification of Liability Insurance is required~.*

Requestor Information				
Organization name				Date of Application
Contact person/adult responsible (21 years or over)		Phone 1: home/cell/work		Phone 2: home/cell/work
Address	City		State	Zip
Certificate of Liability Insurance Rec'd	Liability Insurance Carrier		Liability Insurance #	
				Email

Event Information		
Activity/Event (describe how you will be using the facility space):		Organization type <input type="checkbox"/> Youth <input type="checkbox"/> Adult <input type="checkbox"/> Both <input type="checkbox"/> Senior Citizens
What percentage of participants are residents/students of Independent School District 6? <input type="checkbox"/> 75 90% or more <input type="checkbox"/> less than 75 90%		
Number attending:	Are you charging Participants?	List equipment, food and refreshments being brought in for activity/event (see policy 901.IV):

Location Information				
Building		Doors used to access bldg.	Location/Room(s)	
Use of Kitchen or High School Auditorium may require additional approvals and fees for staff/technical support				
Day	Dates(s)	Time group will enter building	Time group will leave building	Brief description of set up:
Equipment needs		Technical needs		
<input type="checkbox"/> Tables: (qty)		<input type="checkbox"/> AV:		
<input type="checkbox"/> Chairs: (qty)				
<input type="checkbox"/> Other:				
<input type="checkbox"/> Other:				

AGREEMENT

(NAME OF FACILITY USER) does covenant and agree to defend, indemnify and hold harmless the Special School District 6 from and against any and all liability, loss, damages, claims or action (including costs and attorney's fees) for bodily injury and/or property damage, to the extent permissible by law, arising out of or in any way connected with the actual or proposed use of Special School District 6 property, facilities and/or services, including but not limited to bodily injury to any employee, invitee, guest, contractor or subcontractor of (FACILITY USER).

(FACILITY USER) understands and agrees that its use of Special School District 6 property and facilities includes, but is not limited to, all areas identified in the application and/or permit and sidewalks, walkways, parking lots, entrances, stairs, and all other areas incidental to and/or connected with the use of the premises (hereinafter referred to as "incidental areas"). FACILITY USER agrees that its indemnity and insurance obligations extend to the areas identified in the application and/or permit and any and all incidental areas.

We agree to abide by the Facility Use Policy of South St. Paul Special School District 6. Major items regarding this policy appear on the back of this form or as an email attachment. Users are responsible for adhering to Policy 902 in its entirety; copy available on district website or by calling Community Education, 651-306-3632.

Signature

Signature of adult responsible

Date

***A Facility Contract will be sent to applicant as confirmation of your Facility Use Permit.
An estimate of fees will be listed on the contract.***

Copies of contract will be forward to: Building Principal, Building Custodian, Director of Buildings & Grounds and Activities Director; Classroom teacher, Technology and Nutrition Services when applicable.



Adopted: March 13, 1974

Revised: 9/11/74, 9/7/77, 6/30/81, 8/18/81, 3/16/82, 5/4/82, 10/4/83, 4/9/85, 1/7/86,
6/5/90, 5/19/92, 3/15/95, 1/10/05, 12/10/07; 4/25/11; 9/10/12; 7/25/16
Abolished policy 902.2 on 2/10/20 and became Policy 902 - Appendix II
6/28/21

902 – Appendix II PROCEDURES FOR USING SCHOOL DISTRICT FACILITIES AND EQUIPMENT

FACILITIES AVAILABLE

Most school facilities are available for a variety of activities, as guided by school board policies. The following are the types of facilities that may be available for community use:

- Gymnasiums
- Athletic Fields/Stadiums (including Packer Activity Center)
- Auditoriums
- Meeting Rooms
- Media Centers
- Classrooms
- Cafeterias
- Pool Area
- Gymnastics Area

Facilities are available during non school hours. General hours of operation for non school district activities and events during the school year are as follows:

- Weekdays — end of the school day to 9:00 p.m.
 - Monday through Thursday (Elementary)
 - Monday through Friday (Secondary)
- Saturdays — 7:30 a.m. — 2:00 p.m. (Secondary only)
- Additional days and times may be available upon request and are dependent on staffing availability.

Facility rental hours may be granted according to the times listed on the District's website and/or when such use does not conflict with the school day and/or school activities. Additional days and times may be available upon request and are dependent on staffing availability.

SERVICES AVAILABLE

The Community Education office serves as the operations and facilities service center for all community use of school facilities in the areas of scheduling, billing and supervision. Community Education staff coordinate requests for school equipment related to the activity (on-site-use only).

CLASSIFICATION OF ORGANIZATIONS AND PRIORITIES FOR USE OF FACILITIES

Organizations using school facilities are grouped into one of four classes, ~~three non-school district sponsored groups and a fourth user group for school district sponsored activities.~~ A rental fee schedule has been established for facility usage for non-district organizations based on the nature and purpose of each group, agency or organization. All other requirements for use, such as application procedure, standards of conduct during use, supervision, etc., are constant for all user groups regardless of organizational differences.

Classifications and priority of access to South St. Paul Public Schools (SSPPS) facilities are as follows:

Class A (first priority)

School sponsored and support programs as defined below are to submit preliminary calendars to the Community Education office by June 30, with revisions taken through ~~Sept. 30~~ August 1. After ~~Sept. 30~~ August 1, schools may still request facilities, but should be done so with the understanding that other groups or organizations may have contracted for use of the facility or equipment.

1. SSPPS sponsored activities, including all community education, athletic and extracurricular activities.
2. SSPPS support organizations meetings, including, but not limited to, PTA/PTO, SSP Educational Foundation and SSP booster club meetings and activities.
3. Special meetings sponsored by local civic and tax supported agencies which are of general interest, educational, open to the public and no administration fee is charged.

Class B (second priority)

Applications for Class B organizations will be accepted on or after ~~Sept. 30~~ August 1

1. Elections*, local public hearings, local caucuses* (except when required by state statute, in which case they will move to Class A)
- ~~2. Youth related, non-profit community organizations such as athletic/activity associations~~
3. Scouts, and 4-H when ~~75~~ 90% of members are SSPPS residents/students
4. Business meetings and recreational use held by non-profit community organizations and informal community groups when at least ~~75~~ 90% of participants are SSPPS residents/students

Class C (third priority)

Applications for Class C organizations will be accepted on or after ~~Oct. 30~~ September 30

1. Community athletic associations and parks and recreation when 90% of members are SSPPS residents/students.
2. Business meetings and recreations use by non-profit and religious community organizations and informal community groups when fewer than ~~75~~ 90% of participants are SSPPS residents/students

3. Activities, such as performances, fund-raisers and conferences by non-profit organizations and informal community groups and service organizations when fewer than 75 90% of participants are SSPPS residents/students.

Class D (fourth priority)

Applications for Class D organizations will be accepted after Nov. 1

1. Individuals, private agencies, companies or vendors
2. Religious organizations
3. For profit commercial and business organizations
4. Fund raising activities hosted or sponsored by religious organizations.

The Community Education office operates a centralized scheduling system coordinating all requests for the use of district spaces. Occasionally, a non-district-scheduled activity may conflict with a planned or rescheduled district activity or program. If a conflict occurs, the district activity or program has priority. Every effort will be made to find an alternate facility for the non-district organization or individual.

The class and rental schedule are determined by the district administration and school board on an annual basis. Additional modifications may be made with school board approval.

INDEMNIFICATION AND PUBLIC LIABILITY INSURANCE

SSPPS carries liability insurance to cover district negligence. The district will require users to provide additional insurance to cover personal injury and property damage arising out of the negligence of any member or guest of the user organization. SSPPS shall be named as an additional insured in the user's policy.

The user hereby agrees to name the District as an unrestricted additional insured on the user's policy

1. The policy naming the District as an additional insured shall:
 - a. be an insurance policy from an A.M. Best rated "secured" State licensed insurer,
 - b. contain a 30-day notice of cancellation;
 - c. state that the organizations coverage shall be primary and noncontributory coverage for the District, its Board, employees and volunteers;
 - d. additional insured status shall be provided with ISO endorsement CG 20 26 or its equivalent.
2. The user agrees to indemnify the District for an applicable deductibles and self-insured retentions.
3. Required Insurance: Commercial General Liability Insurance -\$1,000,000 per occurrence/\$2,000,000 aggregate.
4. User acknowledges that failure to obtain such insurance on behalf of the District constitutes a material breach of contract and subjects it to liability for damages, indemnification and all other legal remedies available to the District.

5. The user is to provide the District with a certificate of insurance and additional insured endorsement, evidencing the above requirements been met. The failure of the District to object to the contents of the certificate or the absences of same shall not be deemed a waiver of any and all rights held by the District.

PROCESS AND PROCEDURES FOR USE OF DISTRICT FACILITIES, GROUNDS AND EQUIPMENT

A facility use permit (“permit”) process is used to secure the use of school facilities and grounds creating a centralized schedule for use and operations. The initial step in the process is the completion of the facility use permit application (Appendix I). An application must be completed to provide reservation information for requested facilities, equipment and special use.

The use of school facilities must be in the public interest. Activities detrimental to the purpose of schools or for private gain will not be allowed in school facilities. The district reserves the right to refuse the use of facilities if deemed not appropriate or is destructive.

Facility Use Permit Application Process

School activities and school organizations shall have priority use of school facilities. All other users will follow the priority listed above. No community use will be scheduled until Sept. 30 for the following school year and after the school activities calendar has been set.

1. Users must complete and return the facility use application form and pay any applicable fees to Community Education at least 10 school days prior to desired use. Reservations cannot be made beyond the current school year.
2. Community Education, Buildings and Grounds, and the Activities Director/office will consult on requests before the request is approved. Use of Competition Gym must be approved by the Activities Director.
3. The application for permit must be submitted by an authorized adult representative of the organization or individual applying for the use and must list the person responsible during the use. Class B and C applicants must be responsible adults residing in SSPPS.
4. A submitted application for a permit for district facilities use constitutes acceptance by the applicant of the responsibilities stated and the willingness to comply with all district policies, rules and regulations regarding the use of school facilities.
5. Each application for a permit for use of district facilities will state the general nature and purpose of the use. A permit will be issued only for the dates, hours, area and equipment specified.
6. If the application is approved, the district will issue a permit to the applicant. Facilities are not reserved until the user group receives a facility use permit distributed by the Community Education office.

7. Once a permit is granted to an organization or individual, facilities will be used strictly for purposes for which the space was requested. Permit holders must not transfer or sublet the permit to another organization or individual, doing so nullifies an approved permit.
8. The permit **should** **must** be in the possession of the group leader upon entry for use of school district facilities to ensure that all details of the event are appropriate for the space being used.
9. District staff are allowed to request a copy of the permit from the organization or individual. If an approved permit cannot be verified, district staff may request the organization or individual to leave the facilities or grounds. Law enforcement will be contacted when a non-verified organization or individual fails to leave the facilities or grounds when requested to by the district representative.
10. A permit will not be granted for any use that in the judgment of the district administration (a) may conflict with the mission of the district, or (b) for which satisfactory sponsorship or adequate adult supervision is not provided.

Facility Use Fees and Billing

Annually, the superintendent will recommend and receive school board approval for the school district facility and equipment use fees and personnel fees. Refer to Appendix III for specific fees. The following is additional information regarding the fee schedule.

1. Rental fees are calculated on a per hour basis and begin at the determined entry time and end at the projected completion of the event.
2. A service fee may be charged if an employee is not on regular duty, or if the intended use does not permit the employee to complete regularly assigned duties. Direct payment by the user to an employee for services is prohibited.
3. Organizations and individuals will assume the cost of custodial service for the use of the school beyond regular custodial duty hours.
4. Any facility user may be assessed a custodial service fee if the use of a facility requires significant clean up. Organizations and individuals are expected to return the facility to its original state before leaving.
5. Facility users must supply and assume the cost of any special supervision required, such as security or parking supervision, as determined by the building administrator or designee.
6. Specific events (e.g., section athletic tournaments) may require a school district administrator or designee to assist with site supervision. The additional supervisor fee will be the responsibility of the facility user.

7. Facility rental fees associated with use of school facilities, deposits/down payments for use of facilities, support staff and special equipment are required for using specific facilities. Please see Appendix III for a Facilities Fee Schedule.
8. Community Education will bill for facility use. An estimate of user fees shall be made at the time of application. Payment is due within 30 days. Applicants with outstanding bills will not receive approval for future applications. State Sales tax will be assessed as required by law.
9. A \$500 damage deposit may be required if the size or activity of the user group increases the potential for property damage. The deposit will be requested prior to use and applied to user fee if no damage is incurred. If no user fee is assessed, the damage deposit will be returned.
10. Organizations may be billed a service fee in the event they or one of their participants causes a false alarm during their rental time
11. Individuals or organizations may give proceeds/monetary gifts to the school district or departments and clubs within the district. However, only the District may pay employees for services involving the use of school facilities.
12. Facilities uses may require additional supervision as determined by the building administrator or designee. Cost will be at current rate.

Changes or Cancellations of Facility Use Permits

1. Cancellations and request changes will be accepted by telephone; changes must be confirmed in writing by the applicant within three days of telephone notice - a \$10 change fee will be assessed to the user. Cancellations must be made to Community Education 48 hours prior to scheduled rental or applicant will be billed the full rental fee and a minimum of two-hours custodial **and building attendant** fees.
2. SSPPS reserves the right to cancel or modify community reservations if the need arises.
3. An approved permit will not be considered by the applicant as a lease, and the building administrator or designee reserves the right to cancel or revoke any permit at any time. Reasons that the school district may cancel a facility permit include, but are not limited to:
 - a. Inadequate group supervision as determined by the building administrator or designee.
 - b. Misuse of equipment or facilities.
 - c. Group conduct of an inappropriate or unacceptable nature as determined by the building administrator or designee.

- d. Emergency situations, including weather conditions or school building site limitations (e.g., water, heat, electrical). The decision to close the school will be made by the superintendent or designee. On days when school is closed, the decision on cancellation or postponement of school district co-curricular events and all other events scheduled in school district facilities will be made by the building administrator or designee.
 - e. Violation of any district policies and failure to comply with district policy.
4. District administration may cancel a permit effective immediately, if, in its judgment continuation would be potentially harmful, dangerous, or the program or participants' actions are not of a moral standard equivalent to that generally accepted by the community.
 5. The district reserves the right to cancel or withhold use privileges if rules and regulations are violated.
 6. In the event of the cancellation or revocation of a permit, there will be no claim or right to damages or compensation on account of any loss, damage or expenses whatsoever.

Site/Activity Supervision

The user organization is fully responsible for the safety and supervision of the specific space that they are using and will assume full liability for any damages keeping in mind the following additional regulations:

1. All activities must be under competent and responsible adult supervision (as defined as a high school graduate, 18 years old or older) with an overall site supervisor identified prior to the start of the event use.
2. Admittance to the designated area is not permitted until the adult supervisor is present. District personnel on duty will supervise the operation of facilities but are not required to supervise the group or its activities.
3. The organization's site supervisor should be the first to arrive and the last to leave the premises at the conclusion of each event.
4. If deemed necessary by the school district, building and/or police supervision may be required and charged to the user.
5. When adult supervision is not adequate, it is the responsibility of the district personnel to report this information to the director of Community Education or designee and take immediate action as appropriate.
6. Responsibility for loss, breakage or repair of any school property rests solely with the organization using the facility or leader in charge of the group.

RULES AND PROCEDURES FOR USE OF DISTRICT FACILITIES AND EQUIPMENT

All district policies, local ordinances, and state and federal laws pertaining to the use of public buildings must be observed.

Prohibited Activities

The following types of activities are prohibited by permit holders:

1. Promulgating any theory or doctrine subversive to the laws of the United States or any political subdivision thereof advocating governmental change by violence.
2. Any activity that may violate the canons of good morals, manners or taste or be injurious to the buildings, grounds or equipment.
3. Any purpose in conflict with school activities.
4. Fundraising campaigns, except as already permitted by school board policy.
5. Activities violating school district policies.
6. During the school day, the district prohibits the selling or displaying for sale of any items or services by commercial organizations or individuals for profit-making purposes, except those specifically related to the school in which they are displayed.
7. School facilities are not to be used for wedding activities, baby showers, or birthday parties. **Excluding Central Square Community Center.**

Rules for Use of District Facilities and Equipment

The following rules must be observed in the use of school district facilities, and the groups, organizations and individuals will be held responsible for compliance. Requests which may not clearly be included in the guidelines of this policy will be acted upon at the discretion of the Director of Community Education.

Public Good

1. The use of school facilities must be in the public interest. Activities detrimental to the purpose of schools or for private gain will not be allowed in school facilities.
2. The District reserves the right to refuse the use of facilities if deemed not appropriate or is destructive.
3. Churches desiring the use of school facilities for worship services are covered by the Minnesota Statute Section 123.36, sub. 5. School use for a worship service requires approval by the Board of Education.

4. Religious organizations, commercial and business organizations, and political groups may not use facilities on a continued basis except for recreational purposes. Continued use due to emergency needs must be approved by the Board of Education.

Local, State and Federal Laws

1. Permission granted for school facility/equipment use is not transferrable.
2. Possession and use of tobacco and alcoholic beverages are not permitted on district property at any time.
3. Gambling on school premises is prohibited.
4. No firearms will be brought onto district property for any reason other than an authorized firearms safety program or by authorized law enforcement personnel.
5. Fire and safety regulations of the state, district, county, and city must be observed at all times. All legal ordinances pertaining to public assemblies must be adhered to and will be enforced.

Facility Use Expectations

1. The school district is not responsible for lost or stolen items. The district does not assume liability or responsibility for any equipment owned or leased by any permit holder, which is used or stored on school district property.
2. School district facilities must be vacated by the time indicated on the usage permit or additional charges will be assessed.
3. The building administrator or designee is authorized to act in any case not covered by the rules and regulations or to make exception to the rules and regulations as deemed necessary.
4. Vehicle parking must use the dedicated parking lots of the district and all posted parking regulations must be followed.
5. Animals are not permitted in district facilities without prior approval unless it is an authorized service animal or part of a presentation/program.
6. Any organization with youth under the age 18 years old requires the presence of adequate adult supervision at all times.
7. Decorations must be fireproof. Affixing materials of any kind to floors or walls is not permitted.

8. Prior to the start of the event, an announcement should be made to group members regarding emergency evacuations procedures.
9. In the event of an accident, users must notify the custodian on duty or call the Community Education office within 24 hours at 651-306-3632.
10. Users must report any damage of school property to facility use **clerk** facilitator within 24 hours at 651-3036-3632 and will be responsible for replacing or repairing said property.

Equipment Use Expectations

1. The use of district-owned equipment for private purposes either on or off school property is prohibited. School equipment shall not leave district property. No exceptions are to be made except by express approval granted by the superintendent.
- ~~2.~~ School equipment (i.e. chairs, tables, audio-visual equipment, and large recreational/athletic equipment) may be used when requested on the facility use permit. **Arrangements must be made five days in advance with the facility use facilitator.**
3. Equipment of a specialized nature will be made available only with authorized personnel, approved by a district administrator, to supervise its operations.
4. With the exception of small athletic equipment, any apparatus or equipment brought into school buildings must have prior approval on facility use permit and must be removed promptly so it does not interfere with the normal school program.
5. School materials and equipment must not be moved between or among rooms without prior approval. Such moves must be made by, or under the supervision of, school personnel. All costs for moving materials and equipment will be billed to user. User will set up/take down tables and chairs.
6. Following use, facilities must be cleaned and restored to original condition. This includes corridors and washrooms. Users not complying will be charged a clean-up fee based on custodial time required.

Special Facility/Equipment Uses

- Gymnasium
 - Soft-soled, non-marking shoes must be worn on gymnasium floors when used for recreational purposes.
 - Baseball/Softball activities are not allowed in elementary school gyms
 - Recreational groups must provide their own small equipment such as balls.
- Auditorium

- School personnel must be employed by user to operate auditorium equipment and paid at current or overtime rate.
- Individuals and groups using the auditorium will be held responsible for the repair or replacement of damaged equipment. An inventory will be taken prior to, and after use of, the auditorium and user will be responsible for any missing item.
- Privately owned sound and light equipment may not be connected to school equipment.
- Computers/Technology
 - Computer classrooms may be utilized if (a) at least 50% of the computers are utilized, and (b) a qualified instructor is supervising.
 - Users may not bring programs or disks from outside the classroom for use in the computers.
 - Video and computer equipment may only be checked out by staff when used for class preparation or professional development.
 - Computer and video use by the general public is limited to those enrolled in Community Education classes requiring computers and videos or using presentation facilities.
- Cafeteria/Kitchen/Vending Machines
 - Cafeterias can be multi-purpose rooms but their use should be consistent with the design of the room.
 - Cafeteria use should be limited to: dinners and banquets, refreshment preparation, dances, if the floor is appropriate, and large group meetings when no other facilities are available.
 - Food service personnel must be employed and paid at current rate or overtime rate when kitchen equipment is used.
 - Users are not allowed to unplug vending machines in the building.
 - It is permissible to post signs on vending machines indicating that they are not to be used during your event provided signs are removed and disposed of following the conclusion of the event.



Adopted: January 10, 2005

Revised: 12/10/07; 4/25/11; 9/10/12; 7/25/16; 2/10/20

**Abolished policy 902.4 on 2/10/20 and became Policy 902- Appendix IV
6/28/21**

902 – Appendix IV USE OF PACKER ACTIVITY CENTER (PAC)

1. Custodial Coverage/District Building Attendant/District Approved Coach
 - Custodial/District Building Attendant/District Approved Coach coverage is required for whenever school building facilities are in use including the PAC and tournament play
 - Tournament play is defined as anytime a game or contest is played as part of an event that involves two non-South St. Paul based teams playing against each other.
 - Any board approved coach who will act as the PAC building attendant, must be scheduled through the activities director.
 - The board approved coach or building attendant may not reassign supervision duties to anyone else.
 - The custodian/district building attendant/district approved coach must physically check the area, prior to the group's departure, to ensure the facility has been left in the condition in which they arrived.
2. Approved Activities/Functions
 - Approved activities include those that normally require gymnasiums when performed indoors. This would include but is not limited to: basketball, volleyball, tennis, instrumental music competitions and large group exercise.
 - Other activities such as softball, baseball, and soccer are approved with limitations: Current school board approved coach or district building attendant is present at all times; Proper cages, netting, floor protection (for batting), and equipment are in place per PAC Facility Use Guidelines; and Park and Recreation sponsored and supervised activities.
3. Priority Use
 - Class A (first priority) Application accepted prior to September 30
 - Class B (second priority) Application accepted on or after September 30
 - Class C (third priority) Application accepted on or after October 30
 - Class D (fourth priority) Application accepted on or after November 30
 - Refer to policy 902.2 to determine classification of user
4. Floor Protection
 - Refer to PAC Facility Use Guidelines
 - Proper footwear is required by all users. Proper footwear is defined as appropriate non-marking soled shoes – no cleats.
 - No food or beverages are allowed in any area of the Fitness Center or PAC.
 - For the protection of stall 4, there are no baseball/softball or kicking activities allowed
5. Locker Rooms
 - Use of locker rooms is permissible with prior approval and requires a current school board approved coach or custodian to be on duty.



Adopted: January 10, 2005

MSBA/MASA Model Policy 903

Orig. 1995

Revised: 11/28/011; 1/14/19; 6/28/21

Rev. 2017

903 VISITORS TO SCHOOL DISTRICT PROPERTIES AND FACILITIES BUILDINGS AND SITES

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property. The purpose of this policy is to establish rules and procedures governing visits to District properties and facilities.

II. GENERAL STATEMENT OF POLICY

A. The school board encourages interest on the part of parents and community members in our facilities and on our properties. school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district. At the same time, the School Board recognizes that reasonable restrictions must be placed on visits to District facilities in order to maintain an environment that is safe and conducive to learning and working. The School Board adopted this policy after considering and weighing these and other social, political, economic and educational factors.

B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. DEFINITIONS

- A. “Central administrator” means the superintendent of any director with district-wide responsibilities.
- B. “District facility” means any building that is owned, leased, or operated by the district.
- C. “District property” means any real property that is owned, leased, or operated by the district, including but not limited to, athletic stadiums and athletic fields.
- D. “Parent” means a biological parent, adoptive parent, legal guardian, or conservator.

- E. “School building” means any district facility where a program of education is offered to preschool, elementary school, middle school, or high school students, including an alternative school.
- F. ~~“Visitor” means any person who enters a district facility except for the following: enrolled students who are in the facility to attend school, to participate in a school sponsored event or activity, or to attend a meeting of a student initiated, non-curriculum related group that is recognized by the District; employees who are assigned to work at the facility or are otherwise authorized to enter the facility; volunteers who have been assigned to be in the facility at the time of the visit.~~ “Visitor” means any person who enters a District facility during the regular school year between the regular hours of operation except for the following: enrolled students who are in the facility to attend school, to participate in a school sponsored event or activity, or to attend a meeting of a student-initiated, non-curriculum related group that is recognized by the District; employees who are assigned to work at the facility or are otherwise authorized to enter the facility; volunteers who have been assigned to be in the facility at the time of the visit; and central administrators.

IV. **PROCEDURES RESPONSIBILITY**

- ~~A. The school district administration shall present recommended visitor procedures and requirements to the school board for review. The procedures shall be communicated to the school community and the general public.~~
- B. **Visitor Procedures.** All visitors must comply with the following procedures when entering a District facility, unless they are attending an event or activity that is open to the public, such as parent-teacher conferences, a school board meeting, or an athletic contest:
1. Immediately upon entering a District facility, all visitors must report to the administrative office or reception desk. Signage to this effect must be prominently displayed on or near all unlocked doors to the facility.
 2. Upon reporting to the administrative office or reception desk, all visitors must complete a form that requires them to do the following: print and sign their names, state the purpose of their visit, state the time of their arrival, and state the location of the building in which the visit will occur.
 3. Subject to the requirements of this policy, parents may observe their child in the classroom for up to two hours on two occasions per school year. Parents who wish to observe their children in the classroom during the regular school day must schedule the visit at least three (3) school days in advance with the building principal. A central administrator, building principal, assistant principal, or designee may reschedule or terminate any visit in the event of an emergency or unforeseen circumstance.

4. A central administrator or building principal may impose additional restrictions on any parent who has caused a disruption in a District facility.
5. A central administrator, the building principal, an assistant principal, or a designee will follow this policy in determining whether or not permission will be granted for a visit to a school building. A central administrator will follow this policy in determining whether or not permission will be granted for a visit to a District facility that is not a school building.
6. If permission for a visit is granted, the visitor will be given a visitor's identification badge stating the visitor's name and the location in the building where the visit will occur.
7. All visitors must wear the issued visitor identification badge in a conspicuous location at all times while in a District facility.
8. If a school employee sees a visitor in a school building without a visitor's identification badge, the employee must either escort the visitor to the administrative office or immediately notify the administrative office of the presence of the visitor.
9. Upon completing a visit, a visitor must return to the administrative office or reception desk, return the visitor's identification badge, sign his/her name on the same form that was signed upon entering the building, and state the time of his/her departure.

C. **Parent Procedures for Communicating with Children.** The District recognizes that under limited circumstances parents may occasionally need to communicate with their children during the school day. When this need arises, parents must follow one of the following procedures:

1. Parents may call the office and ask to speak with their child. School staff will then locate the child and instruct the child come to the office to speak with the parent by telephone. This may occur by making an announcement over the school's intercom system. Students generally will not be permitted to place or receive a call from a classroom.
2. Parents may enter the administrative office of a school building and ask the office staff to call their child to the office. Parents may not go directly to a classroom or to any other location in a District facility without complying with the Visitor Procedures stated in this policy.
3. Students will not be permitted to make calls or receive calls on personal cell phones during any class period.

- D. **Administrative Procedures in Response to Inappropriate Conduct.** Central administrators, building principals, assistant principals, and designees are encouraged to take the following steps when a visitor violates this policy or engages in any other inappropriate conduct:
1. Notify the offending visitor that his or her conduct is inappropriate.
 2. Notify the offending visitor that if the conduct does not cease immediately, the visitor will be required to leave the building.
 3. Notify the offending visitor that he or she is required to immediately leave the building.
 4. Contact law enforcement.
 5. Document the incident.
 6. Take other action that the central administrator, building principal, assistant principal, or designee reasonably deems to be prudent or necessary in order to: (a) protect the safety of students, staff, or school property; (b) maintain an environment that is conducive to learning and working; and (c) maintain an environment that is free from all forms of abusive and disruptive conduct.
 7. Any step or steps of this procedure may be skipped or addressed at a later time if the central administrator, building principal, assistant principal, or designee determines, in the exercise of his or her professional judgment, that immediate removal of the offending visitor is in the best interests of the students or the staff.

V. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

- A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.
- B. A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to the same level of computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

VI. RULES OF CONDUCT FOR VISITORS

- A. **Required Conduct.** All visitors must demonstrate respect and civility when interacting with other individuals during a visit. In addition, all visitors must immediately comply with any and all lawful directives given by a District employee, including a directive to leave the building.
- B. **Prohibited Conduct.** Visitors must not do any of the following during a visit:
1. Violate any law;
 2. Violate any District or school policy, regulation, rule, or procedure;
 3. Make any threat or engage in any threatening or intimidating behavior;
 4. Engage in any conduct that is designed to intimidate another person or that could reasonably be perceived as being designed to intimidate another person;
 5. Demonstrate hostility toward another person;
 6. Engage in conduct that is objectively rude;
 7. Use any obscene or foul language;
 8. Make or participate in making any personal attacks against another person;
 9. Make or participate in making any objectively disrespectful, demeaning, disparaging, or insulting comments or statements about or to another person;
 10. Make unwelcome physical contact with any person other than their own child, unless the physical contact is part of the normal greeting process, such as a handshake, or is reasonably necessary to prevent imminent harm to another person or serious harm to property;
 11. Photograph, film, or otherwise create an audio or video record of any students, employees, or volunteers of the District, unless the visitor is on District property or in a limited part of a District facility to attend an event or activity that is open to the public, such as a school board meeting or an athletic contest;
 12. Enter onto school property while impaired from the use of alcohol or any other chemical;
 13. Create or participate in creating a disruption to the learning or working environment. Examples of disruptive behavior include, but are not limited to, using a raised voice, shouting, or yelling; swearing; talking with a teacher, classroom aide, or a student while observing in a classroom; using

or allowing a cellular device make noise in the classroom; and engaging in other conduct that interrupts a lesson while observing in a classroom.

VII. GROUNDS FOR DENYING A REQUEST TO VISIT

A. Parent Visits for Purpose Other than Classroom Observation. A central administrator, a building principal, an assistant principal, or a designee may deny permission for a parent to visit any part of a District facility if the central administrator, the principal, the assistant principal, or the designee determines that:

1. The parent has refused or failed to comply with any part of this policy;
2. The parent violated any rule or procedure of this policy while visiting a District facility on a prior occasion during the school year;
3. The requested date or time for the visit is educationally inappropriate or inconvenient;
4. The parent has created a disruption during a prior visit and is likely to create a disruption if permitted to visit again;
5. The parent's presence in the District facility is not in the best interests of student or staff;
6. The parent presents a risk of harm to a student, to a staff member, or to District property;
7. The parent's parental rights have been terminated or the parent does not have physical custody or visitation rights during the school day or the period of time when the parent wants to visit the District facility; or
8. The parent's actions or words suggest that the parent is impaired from using alcohol or another chemical.

B. Classroom Observations by Parent. A central administrator, the building principal, an assistant principal, or a designee may deny a parent's request to observe his or her child in the classroom, or may revoke permission for such a visit, if the central administrator, principal, assistant principal, or designee determines that:

1. Any of the reasons for denying a visit in Section V(A) of this policy have been met;
2. The parent has failed or refused to schedule the classroom observation in advance;
3. The parent observed in the classroom on a prior occasion during the school year and created a disruption;

4. The requested date or time for the observation is educationally inappropriate or inconvenient, such as when a test is being administered, when a substitute teacher or guest speaker is present, or when students are attending an assembly or going on a field trip;
5. The parent has already observed the child in the classroom on two occasions during the school year;
6. The parent's presence in the classroom is not in the best interests of the student, other children, or staff.

C. Classroom Observations by an Independent Examiner. If the parent of a special education student requests an independent educational evaluation (IEE) or hires an independent examiner to evaluate a child, and the parent requests that the independent examiner be permitted to observe the child in the classroom, the District will allow the independent examiner to visit and observe the student in the classroom to the extent permitted by law, provided that the independent examiner complies all provisions of this policy and does not create a disruption. The District may assign a staff member to accompany an independent examiner during all observations. An independent examiner may not interview any students at school or any District employees without prior written permission from the District. A District representative will be present during any interviews.

D. Parent's Right to Appeal. If a parent believes that a request to visit a District facility has been improperly denied, the parent may submit a written appeal to the Superintendent. The decision of the Superintendent, or a designee of the Superintendent, is final.

E. Visits by Third Parties. A central administrator, a building principal, an assistant principal, or a designee may, as he or she sees fit, deny a visitor's request to visit any part of a District facility if the visitor is not a parent of a child who attends school in the facility.

VIII. VISITOR LIMITATIONS

~~A. An individual, post-secondary enrolment options student, or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.~~

~~B. Visitors, including post-secondary enrollment options students, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When~~

unauthorized vehicles of visitors are parked on school property, school officials may:

1. — move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
2. — if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.

C. — An individual or group who enters school property without complying with this policy and building procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the administrator or designee in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

IX. PARKING

During school hours, visitors must park their vehicles in spaces designated for visitors. Vehicles that are parked in unauthorized spaces may be towed to a different location at the vehicle owner's expense.

X. PENALTIES

Permission to be in a district facility is conditioned upon compliance with this policy. Pursuant to Minnesota Statutes section 609.605, subdivision 4, any person who violates this policy may be found guilty of a misdemeanor. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner and for a reasonable period of time pending the arrival of a law enforcement officer. In addition to imposing other consequences specified in this policy, a central administrator, building principal, or assistant principal may issue an order prohibiting a person from entering onto school property.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Cross References: Policy 527 (Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches)



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, June 28, 2021

Place on Agenda: COW and Regular Meeting

Action Requested: Approval

Attachment: 2021-22 Budget Summary
2021-22 Budget Presentation

Topic: 2021-2022 Budget Approval
Presenter(s): Aaron Bushberger, Finance Director
Background: <p>Attached are the proposed 2021-22 Budgets. The Board of Education must approve these budgets prior to June 30, 2021.</p> <p>The 2021-2022 Budget Summary includes a description of fund, budget assumptions and proposed 2021-2022 budget for each of the following funds: General Fund, Food Service Fund, Community Service Fund and Debt Service Fund.</p> <p>The proposed budgets were presented to the Board at the June 14, 2021 COW meeting. There have been some changes to the Community Education budget since the presentation on June 14. The changes are due to the addition of Central Square programming budgets that have been finalized, and will be addressed during the budget presentation.</p> <p>In addition, there are some state funding updates that will be provided during the presentation. No changes have been made to the budgets based on these potential changes.</p>
Recommendation: Approval
Alternatives: N/A

South St. Paul
Public Schools



2021-2022 Budgets

First Reading: June 14, 2021
Final Approval: June 28, 2021

South St Paul Public Schools

Special School District No. 6

104 5th Ave S

South St Paul, MN 55075

www.sspps.org

651-457-9400

School Sites

Kaposia Education Center

1225 First Avenue South

Grades: PreK-5

South St Paul Secondary

700 Second Street North

Grades 6-12

Lincoln Center Elementary

357 9th Avenue North

Grades: PreK-5

Community Learning Center

710 19th Avenue North

Grades 9-12

Family Education Center

104 Fifth Avenue South

Early Childhood Family Education
(ECFE)

School Board

Chris Walker

Linda Diaz

Nikki Laliberte

Wendy Felton

Bill Arend

John Raasch

Monica Weber

Chair

Vice Chair

Clerk

Treasurer

Inspector

Inspector

Inspector

Administration

Dr. Dave Webb

Aaron Bushberger

Superintendent

Finance Director

District Financial Timeline

South St Paul Public Schools, along with all other Minnesota school districts, operates on a fiscal year from July 1 – June 30. The budget is presented to the School Board for approval each June. Management of the school district’s budget is a process that includes important steps that occur throughout the year. The life cycle of the 2021-22 budget began last fall and will conclude with the final audit scheduled for November 2022.

- | | |
|-----------------------|--|
| September 2020 | The school board reviewed and approved the preliminary property tax levy for fiscal year 2021-22. |
| December 2020 | The school board reviewed and approved the final property tax levy for fiscal year 2021-22. |
| January 2021 | The school board began the 2021-22 budget planning process by reviewing the 2021-22 budget assumptions and budget projections.

The school board reviewed and approved the 2021-22 Budget Guiding Change Document. |
| Mar-Apr 2021 | The school board reviewed and approved the proposed budget adjustments for 2021-22. |
-

- | | |
|----------------------|--|
| June 2021 | The school board will review and approve the 2021-22 budgets. |
| December 2021 | The school board reviews and approves the first budget revision for the 2021-22 fiscal year. |
| March 2022 | The school board reviews and approves the second budget revision for the 2021-22 fiscal year (if necessary). |
| June 2022 | The district administration closes the district’s financial year and begins the audit process. |
| November 2022 | The school board is scheduled to review and approve the final 2021-22 audit. |

District Financial Overview

Minnesota school districts are required by law to prepare financial reports and annual budgets. For school districts, these financial reports include the detailed tracking of revenues and expenditures within a structure known as the Uniform Financial Accounting and Reporting Standards (UFARS). The Minnesota Legislature mandated that school districts use the UFARS reporting system. This system allows school districts to meet legislative requirements, establish greater accuracy in reporting, and provide financial accountability of public funds.

A school district's operating budget is comprised of different revenue and expenditure categories called 'funds'. These funds are established within UFARS in accordance with statutory requirements and Generally Accepted Accounting Principles (GAAP). Each fund maintains its own separate revenues, expenditures and fund balances. South St Paul Public Schools currently uses seven funds:

Fund #	Fund Title	Common Purpose
01	General	Used to account for the general operating costs, such as educational activities, district instructional and student support programs, student support services, operations and maintenance costs and building and district administration.
02	Food Service	Record financial activities of a school district's food service program. Food service includes activities for the purpose of preparation and service of meals, snacks and milk in connection with school and community service activities.
04	Community Service	Used to record all financial activities of the Community Service program, including Early Childhood Family Education (ECFE), School Readiness, and Adult Basic Education (ABE)
07/47	Debt Service	Account for revenues and expenditures for a school district's outstanding bonded indebtedness.
20	Internal Service	The Internal Service Fund is used for two purposes: <ol style="list-style-type: none"> 1. Record revenues and expenditures for the district's dental and medical self-insurance programs. (No annual budget required) 2. Record financial activity related to assets held in a revocable trust to finance the district's OPEB liabilities.

General Fund – Fund 01

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2020 Payable 2021 Levy that was approved by the Board of Education on December 14, 2020.
2. Other – The primary source of revenue in this area is participation and admission fees. Revenue is based on the fees approved by the Board of Education. Other sources include the district’s student activities accounts and third party billing revenue.
3. State Sources – The following primary state funding sources have been budgeted:
 - a. General Education Revenue – the budget is based on \$6,698 per pupil unit, which is a 2% increase over the 2020-21 level of \$6,567.
 - b. Compensatory Revenue – the budget is based on the MDE’s entitlement report, which is based on the October 1, 2020 Free/Reduced student count.
 - c. Special Education Revenue – the budget is based on the special education formula and projected operating expenditures.
 - d. Other State Funding – budgets have been projected based on the approved levy, projected enrollment and MDE estimates.
4. Federal Sources – The district receives funding for Title I, Title II, Title III and Special Education. The district has budgeted for all federal programs at a similar level as 2020-21. In addition, the district has budgeted for additional federal programs for the 2021-22 school year. This includes GEER/ESSER I funding under the CARES Act (\$500,000) and ESSER II funding under the CRRSA Act (\$1.7 million).
5. Enrollment – The table below shows the actual Average Daily Membership (ADM) for 2019-20, the budgeted ADM for 2020-21 and the projected ADM for 2021-22.

Grade	2019-20 Actual	2020-21 Budget	2021-22 Projected
ECSE (1)	45	29	45
VPK (2)	101	68	57
K-5	1,395	1,309	1,256
6-8	766	731	692
9-12	982	973	982
Total	3,289	3,110	3,032

(1) ECSE = Early Childhood Special Education

(2) VPK = Voluntary Pre-Kindergarten

Expenditures

1. General Expenditures – The school board approved budget adjustments at their April 12, 2021 meeting. These adjustments included increases and decreases in different areas of the budget.
2. Salaries and Employee Benefits – Employee compensation is based on current collective bargaining agreements and estimates are used for any contracts that are currently in negotiations.
3. Class Size Norms – Class size norms remain unchanged from the 2020-21 school year. Staffing is based on the following class size norms:

Grade	2020-21 Norms	2021-22 Norms
K	20-24	20-24
1	21-25	21-25
2	22-26	22-26
3	23-27	23-27
4	24-28	24-28
5	25-29	25-29
6-8	27-31	27-31
9-12	29-33	29-33

4. Other Budgets – Most other budgets were held constant. Some budgets were increased for inflation – around a 2% increase from the 2020-21 budget.

SPECIAL SCHOOL DISTRICT NO. 6

General Fund

2021-2022

	2019-2020	2020-2021	2021-2022
	<u>Actual</u>	<u>Budget</u>	<u>Proposed</u>
Revenue			
Local sources			
Property taxes	\$6,592,421	\$7,165,588	\$7,489,545
Investment earnings	121,398	0	0
Other	1,071,864	707,380	720,332
State sources	35,626,546	33,574,045	32,781,307
Federal sources	1,378,700	2,249,120	3,523,480
Total revenue	<u>44,790,929</u>	<u>43,696,133</u>	<u>44,514,664</u>
Expenditures			
Current			
Salaries	27,075,116	26,000,755	26,050,186
Employee benefits	11,410,583	10,161,692	10,144,973
Purchased services	5,210,746	5,131,645	5,330,440
Supplies and materials	1,394,702	1,051,816	1,087,055
Other expenditures	118,424	131,395	131,570
Capital outlay	1,929,930	1,768,830	1,965,605
Total expenditures	<u>47,139,501</u>	<u>44,246,133</u>	<u>44,709,829</u>
Other financing sources (uses)			
Capital lease issued	0	0	0
Sale of capital assets	2,690	0	0
Transfers (out)	-100,000	-200,000	0
Total other financing sources (uses)	<u>-97,310</u>	<u>-200,000</u>	<u>0</u>
Net change in fund balances	-2,445,882	-750,000	-195,165
Fund balances			
Beginning of year	<u>8,423,613</u>	<u>5,977,731</u>	<u>5,227,731</u>
End of year	<u>\$5,977,731</u>	<u>\$5,227,731</u>	<u>\$5,032,566</u>
Fund Balance %			
Restricted	1.2%	2.1%	1.8%
Unrestricted	11.5%	9.7%	9.5%
Total	<u>12.7%</u>	<u>11.8%</u>	<u>11.3%</u>

Food Service Fund – Fund 02

Budget Assumptions

Revenue

1. Federal Sources – The district will be able to offer free meals to all students for the 2021-22 school year under the Seamless Summer Option (SSO) program through the USDA. Federal reimbursements under the SSO program are \$2.4625 for each breakfast, \$4.3175 for each lunch and \$1.02 for each snack.
2. Other – Primarily Meal Sales – A minimal amount of adult meal sales is budgeted.
3. State Sources – No State funding is budgeted due to the federal SSO program.

Expenditures

1. Salaries and Employee Benefits – Employee compensation is based on current collective bargaining agreements and estimates are used for any contracts that are currently in negotiations.
2. Other Costs – Other costs are based on projected supplies, materials and food related costs.
3. Capital outlay – Capital outlay is budgeted based on expected costs related to equipment replacements in the kitchens.

SPECIAL SCHOOL DISTRICT NO. 6
Food Service Fund
2021-2022

	2019-2020 <u>Actual</u>	2020-2021 <u>Budget</u>	2021-2022 <u>Proposed</u>
Revenue			
Local sources			
Investment earnings	\$10,798	\$0	\$0
Other - primarily meal sales	283,501	15,246	33,347
State sources	160,577	0	0
Federal sources	<u>1,610,074</u>	<u>1,125,974</u>	<u>2,060,753</u>
Total revenue	2,064,950	1,141,220	2,094,100
Expenditures			
Current			
Salaries	595,823	490,388	482,915
Employee benefits	219,540	176,612	175,466
Purchased services	168,141	150,944	184,761
Supplies and materials	1,015,818	496,490	978,374
Other expenditures	166,915	103,035	142,130
Capital outlay	<u>101,866</u>	<u>97,635</u>	<u>25,000</u>
Total expenditures	2,268,103	1,515,104	1,988,646
Net change in fund balances	-203,153	-373,884	105,454
Fund balances			
Beginning of year	<u>860,324</u>	<u>657,171</u>	<u>283,287</u>
End of year	<u>\$657,171</u>	<u>\$283,287</u>	<u>\$388,741</u>
Fund Balance %	<u>29.0%</u>	<u>18.7%</u>	<u>19.5%</u>

Community Service Fund – Fund 04

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2020 Payable 2021 Levy that was approved by the Board of Education on December 14, 2020. The district levies for General Community Education, Early Childhood Family Education (ECFE), Youth Services, Home Visiting and School Age Care – Disabled.
2. Other Sources – Primarily Tuition and Fees – The district collects participation fees in the following areas: Camps and Clinics, Preschool, School Age Care, Youth Development, After School Youth, Community Theatre (summer), Senior Citizen Programming and Early Childhood Family Education (ECFE).
3. State Sources – State funding for General Community Education, ECFE and School Readiness are based on Minnesota Department of Education (MDE) projections. State funding for Adult Basic Education (ABE), Childhood Screening and Non-Public Pupil Aid are based on district estimates.

Expenditures

1. Salaries and Employee Benefits – Employee compensation is based on current collective bargaining agreements and estimates are used for any contracts that are currently in negotiations.
2. Other Costs – Other costs are based on projected supplies, materials and other related costs.

SPECIAL SCHOOL DISTRICT NO. 6
Community Service Fund
2021-2022

	2019-2020 <u>Actual</u>	2020-2021 <u>Budget</u>	2021-2022 <u>Proposed</u>
Revenue			
Local sources			
Property taxes	\$416,805	\$397,549	\$386,465
Investment earnings	9,976	0	0
Other - primarily tuition and fees	736,682	78,000	707,108
State sources	886,753	880,364	900,791
Federal sources	12,488	111,357	12,000
Total revenue	<u>2,062,704</u>	<u>1,467,270</u>	<u>2,006,364</u>
Expenditures			
Current			
Salaries	1,321,225	1,052,481	1,259,767
Employee benefits	494,297	375,065	470,294
Purchased services	292,802	234,500	126,778
Supplies and materials	59,576	48,000	110,966
Other expenditures	1,235	0	0
Capital outlay	0	0	0
Total expenditures	<u>2,169,135</u>	<u>1,710,046</u>	<u>1,967,805</u>
Other financing sources (uses)			
Transfers in	<u>100,000</u>	<u>200,000</u>	<u>0</u>
Net change in fund balances	-6,431	-42,776	38,559
Fund balances			
Beginning of year	<u>140,440</u>	<u>134,009</u>	<u>91,233</u>
End of year	<u><u>\$134,009</u></u>	<u><u>\$91,233</u></u>	<u><u>\$129,792</u></u>
Fund Balance Components			
Community Education Programs	\$41,716	\$43,863	\$73,138
Early Childhood Family Education	11,900	20,551	27,105
School Readiness	77,423	21,598	20,075
Adult Basic Education	<u>2,970</u>	<u>5,221</u>	<u>9,474</u>
Total	<u><u>\$134,009</u></u>	<u><u>\$91,233</u></u>	<u><u>\$129,792</u></u>

Debt Service Fund – Fund 07 and 47

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2020 Payable 2021 Levy that was approved by the Board of Education on December 14, 2020. The district is required to levy 105% of the scheduled bond principal and interest payments.

Expenditures

1. Principal and Interest – The district makes payments based on the scheduled bond principal and interest payments.
2. Fiscal Charges and Other – The district incurs trustee costs related to the payments on the bonds.

SPECIAL SCHOOL DISTRICT NO. 6
Debt Service Fund
2021-2022

	2019-2020 <u>Actual</u>	2020-2021 <u>Budget</u>	2021-2022 <u>Proposed</u>
Revenue			
Local sources			
Property taxes	\$3,075,876	\$2,843,592	\$2,985,491
Investment earnings	26,508	0	0
Other sources	<u>221,000</u>	<u>221,000</u>	<u>0</u>
Total revenue	3,323,384	3,064,592	2,985,491
Expenditures			
Debt Service			
Principal	1,995,000	2,045,000	1,975,000
Interest	1,100,938	1,056,238	1,010,338
Fiscal charges and other	<u>6,649</u>	<u>6,600</u>	<u>6,000</u>
Total expenditures	3,102,587	3,107,838	2,991,338
Net change in fund balances	220,797	-43,246	-5,847
Fund balances			
Beginning of year	<u>747,159</u>	<u>967,956</u>	<u>924,710</u>
End of year	<u><u>\$967,956</u></u>	<u><u>\$924,710</u></u>	<u><u>\$918,863</u></u>

SOUTH ST. PAUL PUBLIC SCHOOLS
Central Square Community Center Fees

Lap Swim	
Daily Pass	\$4
Daily Pass (seniors)	\$2
10-Day Punch Pass	\$35
10-Day Punch Pass (senior)	\$15
30-Day Punch Pass	\$70
30-Day Punch Pass	\$30

Fitness Classes	
Virtual (1x week per month)	\$20
Virtual (2x week per month)	\$30
Virtual (3x week per month)	\$40
Virtual (unlimited per month)	\$55
In-Person (6-weeks)	\$35
In-Person (8-weeks)	\$50
In-Person (seniors) (6-weeks)	\$15
In-Person (seniors) (8-weeks)	\$20

Gymnastics Classes	
Tiny Tots	\$59
Beginning 1	\$69
Beginning 2	\$69
Intermediate 1	\$69
Intermediate 2	\$69
Gym Advanced	\$79
Gym Advanced Int.	\$99



2021-22 Budget Review

Aaron Bushberger
Director of Finance
June 14, 2021



Overview



- General Fund
 - Budget Process
 - Fund Balance Policy
- Food Service Fund
- Community Education Fund
- Debt Service Fund



General Fund Budget Process

January – Board reviews 2021-22 budget information

February – Admin. develops budget recommendations

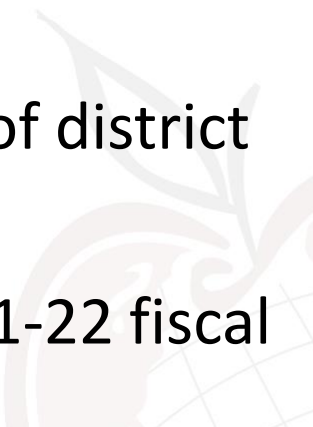
March-April – Board reviews/approves 2021-22 adjustments

April-May – District finance staff prepares 2021-22 budgets

June – Board reviews and approves 2021-22 budgets

General Fund Policy

Fund Balance Policy (Policy #702.1)

- The school district will strive to maintain a minimum unrestricted general fund balance of **12%** of the annual budget
 - 12% equates to about 1.5 months worth of district operating expenditures
 - Projected to be at **9.5%** at the end of 2021-22 fiscal year
- 

General Fund

State Funding

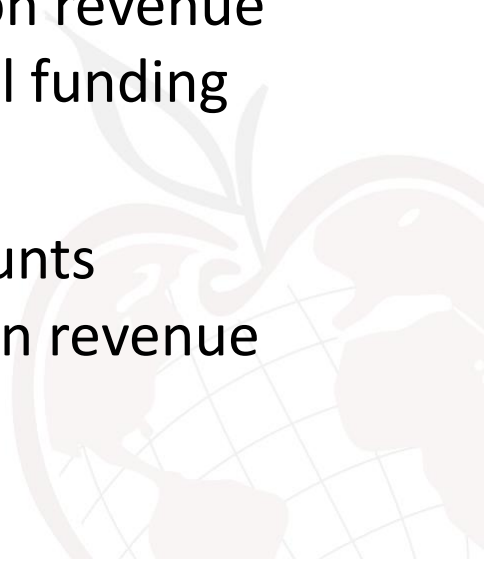
	Legislature*	SSP Budget
Total E-12 funding	\$554 million	
General education increase	2.45% / 2.00%	2.00%
VPK continuation (two years)	Yes	No
Special Ed (one-time)	\$10.425 million	\$0
English Learner (annual)	\$2 million	\$0

*Agreement per sources as of June 24, 2021

General Fund

Budget assumptions (State funding)

- General Education Revenue
 - Assume a 2% increase in general education revenue
 - Waiting on legislature to determine actual funding
- Compensatory Revenue
 - Based on 2020-21 educational benefit counts
 - 2021-22 revenue - decrease of \$300,000 in revenue from 2020-21



General Fund

Budget assumptions (State funding)

- Special Education Revenue
 - Based on previous years' expenditures (i.e. 2021-22 revenue is calculated based on 2020-21 costs)
 - 2021-22 revenue – decrease of \$450,000
- Voluntary Pre-Kindergarten (VPK) Revenue
 - Lincoln seats expired at the end of 2020-21
 - Waiting on legislature to determine future funding

General Fund

Budget assumptions (Federal funding)

- ESSER/GEER I
 - \$500,000 allocated towards 2021-22 budget
- ESSER II
 - \$1.7 million allocated towards 2021-22 budget
- ESSER III
 - \$3.8 million allocation
 - Earmarked for future budgets



General Fund

Federal funding notes

- ESSER/GEER I and ESSER II
 - Applications have been approved by MDE
- ESSER III requirements
 - Public feedback opportunities around district's Safe Learning Plan and spending plan



General Fund

Budget assumptions (Enrollment)

Year	2019-20 Actual	2020-21 Budget	2021-22 Projected
ECSE	45	29	45
VPK	101	68	57
Grades K-5	1395	1309	1256
Grades 6-8	766	731	692
Grades 9-12	982	973	982
Total	3289	3110	3032

General Fund

Budget assumptions (Expenditures)

- Staff compensation
 - Contracts that are settled through June 30, 2022 – contractual amounts used
 - Contracts that are not settled – estimates used
- Other expenditures
 - Inflationary increases in some areas (i.e. utilities, property/liability insurance, etc.)



General Fund

	2020-2021	2021-2022
	Budget	Proposed
Beginning Fund Balance	\$5,977,731	\$5,227,731
Revenues	\$43,696,133	\$44,514,664
Expenditures	\$44,446,133	\$44,709,829
NET	-\$750,000	-\$195,165
Ending Fund Balance	\$5,227,731	\$5,032,566
Fund Balance % (Total)	11.8%	11.3%

Looking Beyond 2021-22...

	2021-22	2022-23	2023-24	2024-25
Revenues	\$42.8	\$42.8	\$43.3	\$43.8
GEER/ESSER/Jefferson Funds	\$1.7	\$2.4	\$2.4	-
Expenditures	\$44.7	\$46.2	\$46.2	\$46.7
Budget adjustments	-	-\$1.0	-\$0.5	-\$2.9
Net	-\$0.2	\$0.0	\$0.0	\$0.0
Ending Fund Balance	\$5.0	\$5.0	\$5.0	\$5.0
Fund Balance Policy %	9.5%	9.2%	9.1%	9.6%

Food Service Fund

Budget assumptions (Revenue)

- Free meals for all students in 2021-22!!
- Federal government will provide reimbursement for all meals under Seamless Summer Option (SSO) program



Food Service Fund

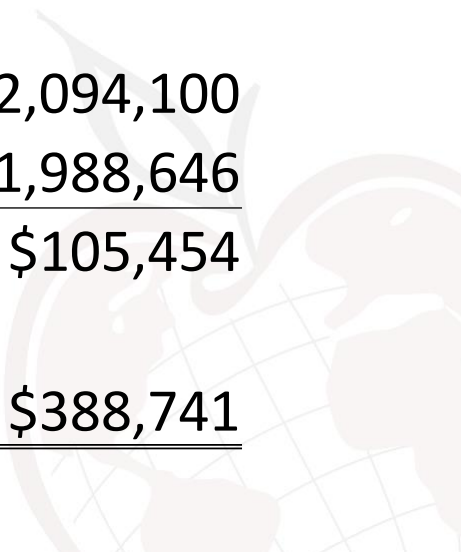
Budget assumptions (Expenditures)

- Staff compensation
 - Contract settlement estimates used
- Food costs
 - Slight increase in budget



Food Service Fund

	2020-2021	2021-2022
	Budget	Proposed
Beginning Fund Balance	<u>\$657,171</u>	<u>\$283,287</u>
Revenues	\$1,141,220	\$2,094,100
Expenditures	<u>\$1,515,104</u>	<u>\$1,988,646</u>
NET	-\$373,884	\$105,454
Ending Fund Balance	<u><u>\$283,287</u></u>	<u><u>\$388,741</u></u>



Community Education Fund

Budget assumptions (Revenue)

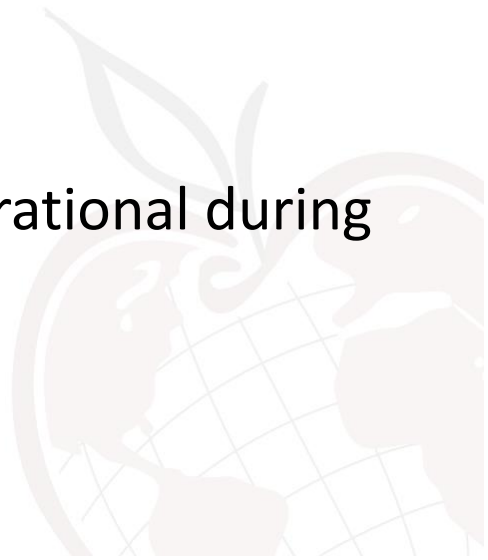
- State funding
 - Assume no change in funding
- Fees revenue
 - Conservative estimates used for programming – Kids Choice, ECFE, School Readiness, etc.
- General Fund transfer
 - \$0 budgeted for 2021-22



Community Education Fund

Budget assumptions (Expenditures)

- Staff compensation
 - Contract settlement estimates used
- Programming costs
 - Budgeting based on all programming operational during 2021-22 school year



Community Education Fund

Budget assumptions (Central Square)

- Budget includes current/planned program offerings:
 - Senior programming, fitness classes, lap swim, gymnastics, facilities rental, building attendants
 - Not complete picture of full year budget

2021-22 Revenues	\$64,608
2021-22 Expenditures	\$71,783
2021-22 Net	-\$7,175



Community Education Fund

Budget assumptions (Central Square)

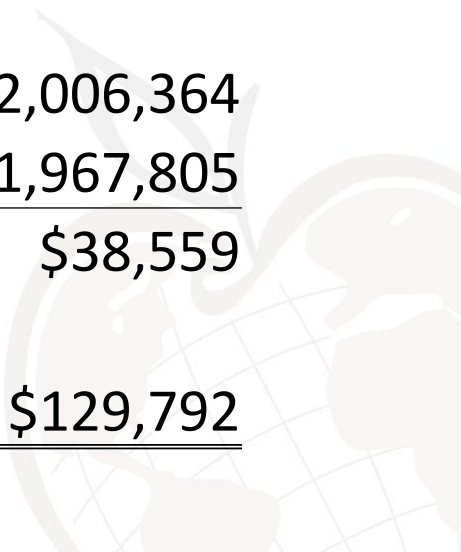
- Community Ed budget savings of \$27,500 savings from managing Senior Center / programming

Central Square Operating	-\$7,175
Senior Programming Savings	\$27,500
Net	\$20,325



Community Education Fund

	2020-2021	2021-2022
	Budget	Proposed
Beginning Fund Balance	\$134,009	\$91,233
Revenues	\$1,667,270	\$2,006,364
Expenditures	\$1,710,046	\$1,967,805
NET	-\$42,776	\$38,559
Ending Fund Balance	<u>\$91,233</u>	<u>\$129,792</u>



Debt Service Fund

Revenues

- Based on 2021 property tax levy

Expenditures

- Based on debt payment schedules



Debt Service Fund

	2020-2021	2021-2022
	Budget	Proposed
Beginning Fund Balance	\$967,956	\$924,710
Revenues	\$3,064,592	\$2,985,491
Expenditures	\$3,107,838	\$2,991,338
NET	-\$43,246	-\$5,847
Ending Fund Balance	\$924,710	\$918,863

Next Steps



- Board to approve 2021-22 budgets at the June 28, 2021 regular meeting
- Routine financial updates/revisions to Board based on new information





SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: Monday, June 28, 2021
Place on Agenda: Regular Meeting
Action Requested: Approval
Attachment: Coverage Summary, Premium Summary, and MIST Resolution

Topic: Resolution to enter into MIST program for Property/Liability Insurance for 2021-22
Presenter(s): Aaron Bushberger, Finance Director
District administration has gone through an annual evaluation of our Property/Liability, Cyber Liability and Workers Compensation insurance programs in preparation for the 2021-22 fiscal year. Property/Liability Insurance: We evaluated two potential options for our insurance program. We analyzed one option from a private insurance carrier, Hanover Insurance (our current insurance provider). The second option is an insurance pool, Minnesota Insurance Scholastic Trust (MIST). This insurance pool is managed by Gallagher, an insurance broker, and is comprised of 24 Minnesota school districts. Based on a pricing and coverage analysis, and taking into consideration the district's current financial status, the recommendation is to move forward with the MIST program for the 2021-22 fiscal year. District administration evaluated the MIST program last year at this time for the 2020-21 insurance renewal. At that time, it was not advantageous for the district to move into the program. However, this year, it is financially beneficial for the district to make the switch, and it is expected to provide longer-term premium stability for SSPPS. Along with the lower premiums, the MIST program will provide the district with additional and/or higher coverage limits in some areas, along with lower deductibles. The entry into the MIST program does come with a three-year requirement that SSPPS participates in the program. This is a Minnesota Department of Commerce statutory requirement.
Recommendation: Administration recommends the approval of the Resolution for Membership in the Minnesota Insurance Scholastic Trust (MIST).
Alternatives: Do not approve, evaluate different options.



Program Structure

2021 Program Review

<i>Line of Coverage</i>		
PROPERTY	Hanover	MIST
Blanket Building & Contents Limit	\$257,987,305	\$200,000,000
Coinsurance	Agreed Value	Agreed Value
Valuation / Form	Replacement Costs	Replacement Cost
Business Income & Extra Expense	\$1,000,000	\$11,000,000 BI / \$25,070,000 EE
Deductible	\$10,000	\$5,000
<u>Additional Coverages:</u>		
Earthquake	Excluded	\$6,000,000
Flood	Excluded	\$6,000,000
EQUIPMENT BREAKDOWN		
Limit	Included	\$250,000,000
Business Income & Extra Expense	Included	Included
Deductible	\$10,000	\$2,500
INLAND MARINE		
Valuation	Replacement Cost	Replacement Cost
EDP Equipment	\$4,158,040	Included
Maintenance Equipment	\$539,328	Included
Miscellaneous Articles	\$662,4000	Included
Deductible	\$1,000	\$5,000
CRIME		
Employee Dishonesty	\$500,000	\$1,000,000
Computer Fraud	\$100,000	\$1,000,000
Monies & Securities	\$100,000	\$1,000,000
Forgery or Alteration	\$250,000	\$1,000,000
Deductible	\$5,000 – ED / \$2,500 AF / \$1,000 MS	\$2,500
GENERAL LIABILITY		
General Aggregate	\$2,000,000	\$8,000,000
Each Occurrence	\$1,000,000	\$4,000,000
Medical Expense (Excluding Students)	\$5,000	\$5,000
Employee Benefits Liability (claims made)	\$1,000,000 Occ. / \$2,000,000 Agg.	\$4,000,000 Occ. / \$8,000,000 Agg.
SEXUAL MISCONDUCT & MOLESTATION LIABILITY		
Limit	\$1,000,000 Agg.	\$4,000,000 Per Occ. \$8,000,000 Agg.
Deductible	No Deductible	No Deductible



Program Structure

2021 Program Review Continued

<i>Line of Coverage</i>		
POLLUTION LIABILITY		
3 RD Party Liability	Excluded	\$3,000,000
1 st Party	Excluded	\$3,000,000
Deductible	Excluded	\$25,000
LAW ENFORCEMENT LIABILITY		
Form	Claims Made	Occurrence
General Aggregate	\$1,000,000	\$8,000,000
Each Occurrence	\$1,000,000	\$4,000,000
Deductible	\$10,000	\$0
Retroactive Date	07/01/2010	N/A
EDUCATORS LEGAL LIABILITY		
ELL Limit	\$1,000,000 Per Claim \$1,000,000 Agg	\$4,000,000 Per Claim \$8,000,000 Agg
Form	Claims Made	Claims Made
Deductible	\$25,000 – ELL & EPLI	\$10,000 – ELL & EPLI
Retroactive Date	07/01/2010	Full Prior Acts
Non-Monetary Relief Defense - Occurrence	\$300,000	\$250,000
CYBER LIABILITY		
	CFC	BCS
Cyber, Privacy and Network Security Liability	\$3,000,000	\$3,000,000
Deductible	\$15,000 – Each Coverage Part	\$15,000
BUSINESS AUTO		
Auto Liability	\$1,000,000 Per Occurrence	\$2,000,000 Per Occurrence
Uninsured / Underinsured Motorists	\$1,000,000	\$1,000,000
Comprehensive	\$500	\$1,000
Collision Deductible	\$500	\$1,000
Hired & Non-Owned Liability	\$1,000,000	Included
Bus Valuation	ACV	Replacement Cost for Buses 7 Years old or newer
UMBRELLA		
Occurrence Limit	\$3,000,000	Additional Limits Available
Aggregate Limit	\$3,000,000	-
Self -Insured Retention	\$0	-



Insurance Premiums

2021 Renewal Results

Coverage	07/01/2020 Expiring	07/01/2021 Renewal	
		Option 1	Option 2
Package	Hanover	Hanover	MIST
Premium	\$190,350	\$211,397	\$173,311
Auto Liability			
Premium	\$9,216	\$10,157	Included
Educator Legal Liability			
Premium	Included	Included	Included
Pollution Liability			
Premium	Excluded	Excluded	\$5,120
Umbrella			
Premium	\$15,828	\$17,847	-
Fixed Costs (TPA, LC & Operations)	-	-	\$8,114
Loss Fund	-	-	\$35,000
Total Property & Casualty	\$215,394	\$239,401	\$221,545
Workers' Comp	SFM	SFM	SFM
Premium	\$297,189	\$285,396	\$285,396
Cyber Liability	CFC	BCS	BCS
Premium	\$18,232.08	\$13,811	\$13,811
Broker Compensation	\$33,200	\$35,000	\$35,000
Total Program Costs	\$564,015	\$594,366	\$555,752

- CFC Cyber Renewal Option - \$34,569. Requirement that MFA is enabled prior to binding.

APPENDIX B

Form Resolution for Membership in MIST (New Members)

RESOLUTION FOR MEMBERSHIP

IN THE MINNESOTA INSURANCE SCHOLASTIC TRUST

WHEREAS, the School Board (the "Board") of School District _____ (the "District") has the authority to participate with other units of government for the purpose of jointly providing casualty, property and other protections through self-insurance and purchased insurance;

WHEREAS, pursuant to this authority, the Board has received and reviewed an agreement for the District's participation in a self-funded insurance and excess insurance casualty and property pool known as the Minnesota Insurance Scholastic Trust ("MIST"); and

WHEREAS, certain formats and procedures have evolved for the prompt and efficient operation and administration of MIST;

NOW THEREFORE BE IT AND IT IS HEREBY RESOLVED that:

1. The Board approves the District's membership in MIST and adopts MIST's Intergovernmental Agreement as presented and intends to be bound thereto.

2. The Board hereby authorizes and directs its Chair and Clerk to execute a signature page of the MIST's Intergovernmental Agreement as presented, and any amendments thereto, on behalf of the District in the form as attached hereto as Exhibit A.

Board Member _____ moved and Board Member _____ seconded
the adoption of the foregoing Resolution.

Ayes _____

Nayes _____

Absent _____

The foregoing Resolution was duly presented at a regularly scheduled public meeting of this School
District and acted upon at said meeting.

(Print full legal name of school district)

By: _____

Printed Name: _____

School Board Chair

By: _____

Printed Name: _____

School Board Clerk

Dated: _____



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: Monday, June 28, 2021
Place on Agenda: Committee-of-the-Whole and Regular Meeting
Action Requested: Approval
Attachment: Coverage Summary and Premium Summary

Topic: Cyber Liability and Workers Compensation Insurance for 2021-22

Presenter(s): Aaron Bushberger, Finance Director

District administration has gone through an annual evaluation of our Property/Liability, Cyber Liability and Workers Compensation insurance programs in preparation for the 2021-22 fiscal year.

Cyber Liability Insurance:

District administration is proposing to switch carriers to BCS (the district is currently with CFC), which will provide financial savings. The cyber liability insurance market is extremely volatile given the higher profile cyber incidents, along with the increased prevalence of cyber events. It is expected that in order to maintain cyber liability insurance coverage in future years, the district will need to make security changes and improvements to our technology processes and procedures.

Workers Compensation Insurance:

We are proposing to stay with SFM, an insurance company that we have used for many years in SSP. We have developed a good, strong working relationship with SFM and have received a strong pricing quote from them.

Below is a summary of our proposed insurance carriers for the 2021-22 fiscal year:

- Cyber Liability: BCS
- Workers Compensation: SFM

Recommendation: Administration recommends the approval of the 2021-22 Cyber and Workers Comp Insurance

Alternatives:

Do not approve, evaluate different options



Program Structure

2021 Program Review

<i>Line of Coverage</i>		
PROPERTY	Hanover	MIST
Blanket Building & Contents Limit	\$257,987,305	\$200,000,000
Coinsurance	Agreed Value	Agreed Value
Valuation / Form	Replacement Costs	Replacement Cost
Business Income & Extra Expense	\$1,000,000	\$11,000,000 BI / \$25,070,000 EE
Deductible	\$10,000	\$5,000
<u>Additional Coverages:</u>		
Earthquake	Excluded	\$6,000,000
Flood	Excluded	\$6,000,000
EQUIPMENT BREAKDOWN		
Limit	Included	\$250,000,000
Business Income & Extra Expense	Included	Included
Deductible	\$10,000	\$2,500
INLAND MARINE		
Valuation	Replacement Cost	Replacement Cost
EDP Equipment	\$4,158,040	Included
Maintenance Equipment	\$539,328	Included
Miscellaneous Articles	\$662,4000	Included
Deductible	\$1,000	\$5,000
CRIME		
Employee Dishonesty	\$500,000	\$1,000,000
Computer Fraud	\$100,000	\$1,000,000
Monies & Securities	\$100,000	\$1,000,000
Forgery or Alteration	\$250,000	\$1,000,000
Deductible	\$5,000 – ED / \$2,500 AF / \$1,000 MS	\$2,500
GENERAL LIABILITY		
General Aggregate	\$2,000,000	\$8,000,000
Each Occurrence	\$1,000,000	\$4,000,000
Medical Expense (Excluding Students)	\$5,000	\$5,000
Employee Benefits Liability (claims made)	\$1,000,000 Occ. / \$2,000,000 Agg.	\$4,000,000 Occ. / \$8,000,000 Agg.
SEXUAL MISCONDUCT & MOLESTATION LIABILITY		
Limit	\$1,000,000 Agg.	\$4,000,000 Per Occ. \$8,000,000 Agg.
Deductible	No Deductible	No Deductible



Program Structure

2021 Program Review Continued

<i>Line of Coverage</i>		
POLLUTION LIABILITY		
3 RD Party Liability	Excluded	\$3,000,000
1 st Party	Excluded	\$3,000,000
Deductible	Excluded	\$25,000
LAW ENFORCEMENT LIABILITY		
Form	Claims Made	Occurrence
General Aggregate	\$1,000,000	\$8,000,000
Each Occurrence	\$1,000,000	\$4,000,000
Deductible	\$10,000	\$0
Retroactive Date	07/01/2010	N/A
EDUCATORS LEGAL LIABILITY		
ELL Limit	\$1,000,000 Per Claim \$1,000,000 Agg	\$4,000,000 Per Claim \$8,000,000 Agg
Form	Claims Made	Claims Made
Deductible	\$25,000 – ELL & EPLI	\$10,000 – ELL & EPLI
Retroactive Date	07/01/2010	Full Prior Acts
Non-Monetary Relief Defense - Occurrence	\$300,000	\$250,000
CYBER LIABILITY		
	CFC	BCS
Cyber, Privacy and Network Security Liability	\$3,000,000	\$3,000,000
Deductible	\$15,000 – Each Coverage Part	\$15,000
BUSINESS AUTO		
Auto Liability	\$1,000,000 Per Occurrence	\$2,000,000 Per Occurrence
Uninsured / Underinsured Motorists	\$1,000,000	\$1,000,000
Comprehensive	\$500	\$1,000
Collision Deductible	\$500	\$1,000
Hired & Non-Owned Liability	\$1,000,000	Included
Bus Valuation	ACV	Replacement Cost for Buses 7 Years old or newer
UMBRELLA		
Occurrence Limit	\$3,000,000	Additional Limits Available
Aggregate Limit	\$3,000,000	-
Self -Insured Retention	\$0	-



Insurance Premiums

2021 Renewal Results

Coverage	07/01/2020 Expiring	07/01/2021 Renewal	
		Option 1	Option 2
Package	Hanover	Hanover	MIST
Premium	\$190,350	\$211,397	\$173,311
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Premium	\$9,216	\$10,157	Included
Educator Legal Liability			
Premium	Included	Included	Included
Pollution Liability			
Premium	Excluded	Excluded	\$5,120
Umbrella			
Premium	\$15,828	\$17,847	-
Fixed Costs (TPA, LC & Operations)	-	-	\$8,114
Loss Fund	-	-	\$35,000
Total Property & Casualty	\$215,394	\$239,401	\$221,545
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Premium	\$297,189	\$285,396	\$285,396
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Premium	\$18,232.08	\$13,811	\$13,811
Broker Compensation	\$33,200	\$35,000	\$35,000
Total Program Costs	\$564,015	\$594,366	\$555,752

- CFC Cyber Renewal Option - \$34,569. Requirement that MFA is enabled prior to binding.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Regular Agenda

Action Requested: Approval

Attachments: Student Rights and Responsibilities Handbook

Topic: Student Rights and Responsibilities Handbook
Presenter(s): Dave Webb, Superintendent of Schools
Background: The SSPPS Student Rights and Responsibilities Handbook was developed for SSPPS Students in Families in grades Prek-12. The handbook outlines unified, developmentally appropriate behavioral expectations for students across the district, and gives common vocabulary to restorative practices, and disciplinary responses.
Recommendation: Administration recommends the approval of the 2021-22 Student Rights and Responsibilities Handbook.
Alternatives: Do not approve the 2021-22 Student Rights and Responsibilities Handbook and direct administration with next steps.



2021-2022

STUDENT RIGHTS AND RESPONSIBILITIES HANDBOOK



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.....

Upon request, the district will make the Student Rights & Responsibilities Handbook available in languages other than English. If you would like to receive this information in another language, please contact your school.

Si usted desea recibir esta informacion en español, por favor contactese con su escuela.

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yihinini mereja besipanīshi lemek’ebeli kefelegu ibakiwoni timihiriti bētiwoni yanegagiru



SUPERINTENDENT'S MESSAGE

September 2021

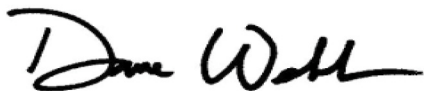
Dear South St. Paul Public Schools Families,

In South St. Paul Public Schools (SSPPS), we are dedicated to providing our students and staff with a safe, welcoming and culturally responsive environment to learn and work. We strive to provide the support our students need to stay in school and learn. The Student Rights and Responsibilities Handbook is designed to assist the district in accomplishing its mission to ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.

We want to encourage a learning environment of mutual respect, problem-solving and restorative practices among all students and staff at every school. In partnership with the School Board, the district has developed comprehensive policies and procedures that define our students' rights and responsibilities and provide for a positive learning environment. This handbook serves as a resource for students and families in understanding these policies and expectations as well as their alignment with district procedures. District staff will be reviewing this information with students at the beginning of the school year. In addition, we ask you to also review this important document and discuss it with your student(s).

Thank you for your continued partnership as we strive to prepare each and every student for their next step. Together we can help our students stay in class and school so they can take advantage of the many learning opportunities available to them every day.

Sincerely,



Dave Webb, Ed.D.
Superintendent
South St. Paul Public Schools



LEADERSHIP TEAM

SSP SCHOOL BOARD

Bill Arend

(651) 455-6518

barend@sspps.org

Linda Diaz

(651) 245-8355

ldiaz@sspps.org

Wendy Felton

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wfelton@sspps.org

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John Raasch

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Chris Walker

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chris.walker@sspps.org

Monica Weber

(612) 720-7222

mweber@sspps.org

DISTRICT LEADERSHIP

District Offices

104 Fifth Ave South
South St. Paul, MN 55075

Superintendent Dave Webb

(651) 457-9465

dave.webb@sspps.org

Director of Buildings & Grounds

Mark Fenton
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mfenton@sspps.org

Director of Human Resources

Cathy Miller
(651) 457-9473

cmiller@sspps.org

Director of Special Services

Kelly Tetrick
(651) 457-9466

ktetrick@sspps.org

Director of Community Education

Jeanne Zehnder
(651) 306-3634

jzehnder@sspps.org

Director of Learning

Chad Schmidt
(651) 457-9416

chad.schmidt@sspps.org

Asst. Director of Special Services & Learning

Theresa Starkman
(651) 552-5594

tstarkman@sspps.org

Director of Early Learning & Equity

Connie Garling-Squire
(651) 552-5579

cgarling-squire@sspps.org

Director of Nutrition Services

Glen Ritter
(651) 457-9456

gritter@sspps.org

Director of Technology

Paul Brashear
(651) 552-5560

pbrashear@sspps.org

Director of Finance

Aaron Bushberger
(651) 457-9428

abushberger@sspps.org

Asst. Director of Nutrition Services

Dorie Pavel
(651) 306-3675

dpavel@sspps.org



SCHOOL LEADERSHIP



EARLY LEARNING/FAMILY EDUCATION CENTER (BIRTH-5)

104 Fifth Ave South, South St. Paul, MN 55075

(651) 457-9418

Connie Garling-Squire

Director

(651) 552-5579

cgarling-squire@sspps.org



KAPOSIA EDUCATION CENTER (GRADES PREK-5)

1225 First Avenue South, South St. Paul, MN 55075

(651) 451-9260

Terry Bretoi

Principal

(651) 451-9260 | ext. 6306

tbretoi@sspps.org

Dan Riley

Asst. Principal

(651) 451-9260 | ext. 6307

driley@sspps.org



LINCOLN CENTER (GRADES PREK-5)

357 Ninth Avenue North, South St. Paul, MN 55075

(651) 457-9426

Mike Fugazzi

Principal

(651) 457-9426 | ext. 9461

mfugazzi@sspps.org

Deanne Edlefsen

Asst. Principal

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SSP COMMUNITY LEARNING CENTER (GRADES 10-12)

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DISTRICT MISSION AND CORE VALUES

SSPPS MISSION (OUR CORE PURPOSE)

Ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.

SSPPS CORE VALUES (WHAT DRIVES OUR WORDS AND ACTIONS)

Compassion

Be kind, fair and just toward all people because of who we are

Equity

Provide equal access to opportunities in academics, student services and activities

Excellence

Strive for the/our best in all we do with high expectations for all

Integrity

Do the right thing even when no one is watching, and keep our promises

Resilience

Be able to bounce back from challenges and disappointments with confidence and hope

Respect

Honor our similarities and differences in our assumptions, inquiries, words and actions



GENERAL PRINCIPLES AND STRATEGIES

In pursuit of our district mission, SSPPS has high expectations for student behavior and requires that all students demonstrate responsibility and appropriate behavior in the classroom, on school grounds, and at school-sponsored events and activities. SSPPS is committed to providing a safe, supportive and orderly educational environment for all students.

SSPPS's approach to student discipline is designed to utilize evidence-based research in an effort to avoid situations in which students are unnecessarily removed from the classroom environment. To that end, SSPPS employs several strategies and frameworks to help create positive learning environments.

MINNESOTA'S FIRST IB WORLD SCHOOLS DISTRICT

SSPPS is the first district in Minnesota to be authorized by the IB programs serving students from kindergarten through grade 12. The focus of the IB curriculum is cross-disciplinary and is based on the inquiry method of instructional practice. IB provides a model for high standards in education for all students. The PYP and MYP programs provide an educational framework based on what is currently known about how students learn and draw upon best practices for teaching and learning. Through the IB Program, all students are invited to discover for themselves that learning can be an exciting, challenging, and rewarding process of exploring the world around us.

[The IB Learner Profile](#) is a collection of attributes that best describes the internationally-minded, lifelong learners we seek to develop through our three IB programs. It is not intended to be a profile of the perfect student, but instead, a roadmap in pursuit of lifelong 21st Century learning. Lifelong learning is the voluntary, lifelong, and self-motivated pursuit of knowledge for either personal or professional reasons. The Learner Profile places the student at the heart of IB programs and focuses attention on the processes and the outcomes of learning.

IB Primary Years Program (PYP)

Designed for all students in grades K-5. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. For more information on the IB-PYP program, contact one of our IB-PYP Coordinators.

IB Middle Years Program (MYP)

Serves all students in grades 6-10. It focuses on providing a framework for academic challenge and life skills. For more information on the IB-MYP program, contact our IB-MYP Coordinator.

IB Diploma Program (DP)

A rigorous academic program for grade 11 and 12 students. It focuses on creativity, innovation, self-discipline and the ability to function as part of a team. The Diploma Program consists of a common pre-university curriculum and a common set of external exams for students in schools throughout the world. It seeks to provide students with an international education that encourages an understanding and appreciation of other cultures and societies. For more information on the IB-DP program, contact our IB-DP Coordinator.

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MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

MTSS is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need. MTSS is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student’s difficulty, and provides services/intervention as soon as the student demonstrates a need.

The framework for MTSS in SSPPS includes:

- High-quality instruction along with preventative interventions;
- Assessment practices that are applied across all levels of the system for a deeper understanding of each student’s needs; and
- The alignment of resources and supports necessary for each student’s academic and social-emotional success

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS)

PBIS is a framework that assists schools in identifying and implementing research-based behavioral interventions in an effort to improve social and academic outcomes for all students. PBIS is based on the idea that students learn appropriate behavior through instruction, practice, feedback, and encouragement. Key features of PBIS include: outlining a clear set of defined positive expectations and behaviors, the teaching of expected behaviors, recognition of meeting expected behaviors, monitoring and correcting errors in behaviors, and using data-based information for decision-making, monitoring, and evaluating results at individual school sites.

BUILDING ASSETS, REDUCING RISKS (BARR)

BARR is a strengths-based educational model that will provide our grades K-12 with a comprehensive method to address the academic, social, and emotional needs of all students through the power of data and relationships. By putting relationships first, the BARR model allows students and teachers to connect more powerfully with each other. A key component is the weekly lessons focused on helping students learn and practice life skills. Called “I-Times” or “U-Times,” these lessons focus on building skills in self-management, communication, social, research, or thinking;

INNOCENT CLASSROOM

Innocent Classroom aligns well with several strategic initiatives in the district. The district’s strategic equity efforts seek to increase the capacity of all SSPPS employees, students and stakeholders to develop cultural and racial consciousness and competence. Our educators build skills and practices around issues of empathy and understanding of difference so that we better engage each of our students.

CONSCIOUS DISCIPLINE (CD)

CD is an innovative social-emotional learning and classroom management program with a proven track record of sustainable results. Focused in Early Learning, CD provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. By integrating social-emotional learning, discipline and self-regulation, educators spend less time policing behavior and more time teaching vital life skills. This method eliminates the need for reward and punishment-style discipline and instead gives children a voice, empowering them with the ability and help to achieve behavioral goals, while also creating stronger communication within families.

Each school site has a leadership team responsible for creating specific school-wide examples of appropriate behavior and academic interventions based on the framework of MTSS. By braiding the research-based principles and proven strategies including PBIS, BARR, Innocent Classroom and Conscious Discipline, SSPPS hopes to better ensure safe and supportive learning environments at all levels, early learning through graduation.



STUDENT CODE OF CONDUCT

It is the responsibility of the School Board to set reasonable policies and rules for governing behavior and conduct while in the school environment. These policies and rules apply any time a student is present on district property, at a school-sponsored activity, and while traveling in district vehicles.

In addition, students who are participants in district activities need to understand the behavioral expectations and consequences for violations as outlined by the Minnesota State High School League and the district related to chemical use, hazing or any other infraction covered by the High School League or district policies or rules.

While this policy pertains to all schools in the district, the School Board recognizes the uniqueness of each building and classroom in which the policy must be implemented. This policy may be supplemented by additional policies, rules and procedures that recognize those unique needs.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

RIGHTS	RESPONSIBILITIES
<p>You have the RIGHT to be treated with respect and dignity by your fellow students, teachers and other school employees without regard to race, religion, sex, sexual orientation including gender identity and expression, age, disability or family structure.</p>	<p>You have a RESPONSIBILITY to treat your fellow students and all school employees with respect.</p>
<p>You have the RIGHT to be treated as a unique individual with different needs, learning styles and abilities.</p>	<p>You have a RESPONSIBILITY to complete assignments to the best of your ability and to adapt to different teachers and teaching styles.</p>
<p>You have the RIGHT, along with your parents, to participate in decisions affecting your educational program</p>	<p>You and your parents have a RESPONSIBILITY to actively participate in conferences and meetings held on your behalf.</p>
<p>You have the RIGHT to a comprehensive curriculum.</p>	<p>You have a RESPONSIBILITY to take advantage of the curriculum</p>
<p>You have the RIGHT to expect a building environment that is safe, clean and comfortable.</p>	<p>You have a RESPONSIBILITY to do your part in maintaining the safety, cleanliness and comfort of that environment.</p>
<p>You have the RIGHT to attend classes where dedicated, caring teachers are well prepared to teach.</p>	<p>You have a RESPONSIBILITY to be well prepared to learn.</p>



SSPPS PHILOSOPHY REGARDING LEARNING AND DISCIPLINE

Optimum learning occurs in a positive, safe and secure environment. Students, parents/guardians, teachers, administrators and other school employees all share in the responsibility to ensure a positive climate for learning.

The school setting enables students to develop responsible behaviors and habits that will serve them now and later in life. Proper training in discipline should lead to self-control and respect for the law, authority, property and the rights of others.

While self-discipline is the ideal, it is understood that corrective measures will be required at times. When it becomes necessary to enforce the consequences of discipline violations as outlined in district policy, the consequences are enforced in a manner that respects the dignity of the student and promotes healthy and responsible behavior.

Discipline is a learning experience, not just a punishment. To that end, SSPPS believes discipline will serve to:

- Help the student learn a lesson that will positively affect present and future behavior;
- Help the student control and change behavior, and guide the student into adulthood;
- Help the student to grow intellectually and emotionally; and
- Enhance the student's self-confidence, self-worth and self-image.

ROLES AND RESPONSIBILITIES

Students

All students are held individually responsible for their behavior and for knowing and adhering to the Student Code of Conduct.

Parents or Legal Guardians

Parents and guardians are responsible for the behavior of their children as determined by law and community practice. They are expected to partner with school authorities and to participate regarding the behavior of their children.

Teachers

All teachers have responsibility for providing a well-planned teaching and learning environment and have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers will ensure acceptable student behavior. A teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Other School District Employees

All school district employees are responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior are as authorized and directed by the superintendent. A school employee or other agent of a school district may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

Principal and Assistant Principals

The school principal is given the responsibility, authority and sole discretion to formulate building rules necessary to enforce this policy, subject to superintendent review. The principal will give direction and support to all school employees performing their duties within the framework of this policy. The principal or designee will consult with parents of students conducting a manner contrary to the policy. The principal will also involve other professional employees in the behavior referrals and make use of those agencies appropriate for assisting students and parents. A principal may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Superintendent

The superintendent will establish guidelines and directives to carry out this policy, hold all school employees, students and parents responsible for conforming to this policy, and support all school employees performing their duties within the framework of this policy. The superintendent will also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy would be submitted to the school board for information and attached as an appendix to this policy.

School Board

The school board holds all school employees responsible for the maintenance of order within the school district and supports all employees acting within the framework of the district's discipline policy.



OUR COMMITMENT TO ANTI-BULLYING

South St. Paul Public Schools believes that a safe and civil learning environment is needed to learn and attain high academic standards and to promote healthy human relationships. To address concerns raised by students, parents and staff about student behavior, bullying and harassment in SSPPS, an administrative workgroup continues to review and refine improvements of district efforts regarding anti-bullying and harassment, with a focus on enhancing and improving prevention, identification and response. The workgroup focuses on three key areas: updating instructional materials for all students; professional development for all staff; and updates to handbooks and websites to make it easier to understand, report and access resources.

POLICY 514- BULLYING PROHIBITION

The act of bullying, including cyber-bullying, is prohibited on school property, at school functions, or on district transportation.

- Bullying means intimidating, threatening or harming conduct which is objectively offensive, and
 - Creates an imbalance of power between engaging students
 - Substantially interferes with a student’s ability to perform or participate
 - Is directed at any student based on race, ethnicity, color, religion, immigration status, sex, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status, disability, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA).
- Any person who believes they have been a target or victim of bullying will immediately report the alleged act to a building administrator or supervisor
- An employee with knowledge or belief of bullying conduct will immediately report the incident to a building administrator
- The district has a defined investigative process and will take disciplinary action as necessary
- Annually, the district will notify students, families and staff of this policy

RESPONSES TO VIOLATIONS OF STUDENT CODE OF CONDUCT

The SSP School Board has adopted Policy 506, which outlines the School Board’s expectations for student behavior and a Student Code of Conduct outlining examples of unacceptable student behavior. A copy of Policy 506 is included in the Appendix to this handbook. This Student Rights & Responsibilities Handbook incorporates the expectations outlined in Policy 506 and provides information regarding how SSPPS administration enforces the provisions of Policy 506 as well as other behavior-related policies (i.e. policies on bullying, violence and harassment).

Students must follow the provisions of Policy 506 and this Rights and Responsibilities Handbook before, during, and after school. The expectations outlined in Policy 506 and this Rights and Responsibilities Handbook apply inside school buildings, on school grounds, and at school-related activities and events. Students must also follow these expectations on school buses or vans and at bus stops. An off-campus violation of these expectations may result in disciplinary action taken by SSPPS if the violation has a direct and immediate effect on school discipline or the general safety and welfare of students or if the violation is a continuation of or has a connection with misconduct that occurred on school grounds or at a school event.

The general practice of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in a discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student’s misconduct, as determined by the school district.



BEHAVIOR GUIDELINES, EXPECTATIONS AND CONSEQUENCES

Every student and employee of South St. Paul Public Schools is entitled to learn and work in a safe school environment. Parents/guardians, teachers, staff and administrators are expected to mutually support each other in efforts to help students exhibit responsible behavior within the school community as part of learning basic life skills. Students are taught ways to handle differences in a non-violent manner and are expected to use those methods to handle disputes or conflicts. Our desire is that every child that comes to our school has the right to feel safe and free to be who they are without feeling any more or less significant than any other student in school. The goal of discipline is to help a child become a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct.

To ensure this safe environment, the district and each school have established clear student discipline policies, consequences appropriate to behaviors, and a practice to implement these guidelines fairly. Students are expected to behave in accordance with federal, state and local laws, district policies and guidelines, and in a way that respects the rights and safety of others. Known violations of federal, state and local laws will be reported to local law authorities.

The following are district-wide discipline guidelines. These guidelines and the potential consequences apply any time a student is present on district property, participating in a school-sponsored activity, or traveling in a district vehicle. These guidelines and the potential consequences also apply to student behavior that has a connection to school property or the student's status as a district student. Student conduct that occurs off-campus, but has a connection to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications. Listed are the violations and the recommended consequences; although all determinations will be made on a case-by-case basis. Minnesota State High School League consequences may also apply in accordance with its rules and district policy.

A student who accumulates excess violations of these disciplinary guidelines or for serious behavior may be disciplined in light of the student's overall record. The student and parent/guardian will have a conference with the principal and/or other(s) to make them aware that the student is accumulating excessive infractions. Any student who has been suspended for violations of the guidelines may be recommended for expulsion upon their return if they commit additional offenses of the same nature.

The general practice of the district regarding disciplinary action is to use a progressive and restorative form of discipline to the extent that is reasonable and possible based on the determined facts and situation of the student misconduct. The specific form of discipline utilized is at the discretion of the building principal. At a minimum, violation of district rules, regulations, policies or procedures will result in a discussion of the infraction, verbal warning by school administration, and some restorative action by the student. Note that infractions and consequences may also be modified or disregarded if circumstances require mitigation or exception (e.g., student whose misbehavior is related to their disability). These discipline guidelines are based on school policies, located on the district's website at www.sspps.org/policies.

BEHAVIOR DEFINITIONS AND CONSEQUENCES

*It is the general policy of the school district to utilize progressive discipline to the extent reasonable. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. The school district shall, however, impose more severe disciplinary sanctions for a violation, including suspension or expulsion, if warranted by the student's misconduct. **The following consequences provide a guideline for violations of school rules and policies. Additionally, each situation is reviewed on a case-by-case basis, taking into account the student's age or developmental ability, and where appropriate, restitution or restorative practices are employed to help students learn and grow from their mistakes.***



Abusive Language, Verbal Abuse- Abusive language consists of verbal abuse directed at a specific person, such as a teacher, staff member or classmate. Verbal abuse is the improper or excessive use of language to humiliate someone, to undermine someone’s dignity, or to undermine someone’s authority. Profanity and insults specifically directed at an individual are considered a form of verbal abuse.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; possible removal from class; conference with parent; up to 3 days suspension			
Grades 6-12	Meet with team (admin, counselor, parent); notify teachers; possible removal from class; detention; up to 3 days suspension; notification of police.	Meet with team (admin, counselor, parent); notify teachers; up to 5 days suspension, notification of police.	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; notification of police; possible recommendation of expulsion	TBD

**Restitution or restorative practices applied when appropriate.*

Arson – Arson is the unauthorized, intentional burning of one’s own property or someone else’s property.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension, notify police; possible recommendation of expulsion	TBD		

**Restitution or restorative practices applied when appropriate.*

Attendance, Tardiness, Truancy – In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the intrinsic value of attendance each school day by each student. It enables every student to profit to the maximum degree from the enhanced learning environment that full attendance promotes.

Compulsory attendance policies for students under the age of 17 years will be applied in cases of chronic absence or tardiness. Parental notification will occur when a student is determined to be truant by the school. A student under the age of 17 years with seven or more unexcused absences may be referred to appropriate services.

Attendance disciplinary action is outlined in the district’s attendance policy (Policy 503).

Furthermore, all students are expected to be on time for class. A student is tardy when they are not present in class and prepared to receive instruction at the scheduled start time of the class. Elementary students may be considered tardy if they are not on time for school at the beginning of the school day.



GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Conversation with teacher; Office communication with Parent (verbal/letter), Attendance improvement plan			
Grades 6-8	Parent call with Administrator	Possible attendance contract; team meeting	TBD	
Grades 9-12	Meet with office	Team meeting	Possible removal from class; Detention (Lunch)	TBD

*Restitution or restorative practices applied when appropriate.

Bullying – Per Policy 514 and Minn. Stat. §121A.031, bullying means intimidating, threatening, abusive or harming conduct that is objectively offensive and

1. There is an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. Materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

“Intimidating, threatening, abusive, or harming conduct” includes, but is not limited to, conduct that:

1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, gender, age, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity or expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (“MHRA”). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

The term, “bullying,” specifically includes **Cyberbullying** - Cyberbullying means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network, Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

To report an incident of bullying, students and/or families should contact their building administrator.



GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Documentation of incident; office referral; investigation; conference with parent; up to 5-day suspension			
Grades 6-12	Documentation of incident; investigation; student behavior contract; meet with team (counselor/admin, parent); notify teachers; up to 3 days suspension; notification of police.	Documentation of incident; investigation; revise behavior contract; meet with team (counselor/admin, parent); up to 5 days suspension; notification of police	Documentation of incident; investigation; revise behavior contract; meet with team (counselor/admin, parent); up to 10 days suspension; possible recommendation of expulsion	TBD

**Restitution or restorative practices applied when appropriate.*

Cheating, Plagiarism—Students are expected to do their own work and to provide proper citations and attributions when their work references materials created by others. Cheating occurs when a student represents another individual’s work as their own, obtains data or answers through acts of deception or dishonesty, or uses tools or resources that are not authorized by a teacher when completing an assignment. Plagiarism involves copying the work of others or copying portions of books, magazines, research materials, or Internet sources without using proper citations or attributions. Cheating and plagiarism also could involve distributing academic materials or other information to other students, either hand-to-hand or through the use of technology, to facilitate cheating or plagiarism.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Documentation by teacher; redo assignment/test; receive zero on assignment; phone call home by teacher;	Documentation by teacher; redo assignment/test; administration intervention; parent, student, teacher meeting; removal from class; detention	Documentation by teacher; redo assignment/test; administration intervention; parent, student, teacher meeting; removal from class; detention; up to 3 days suspension	Documentation by teacher; redo assignment/test; administration intervention; parent, student, teacher meeting; removal from class; detention; up to 5 days suspension

**Restitution or restorative practices applied when appropriate.*

Discrimination – School Board Policy 102 states that the purpose of the policy is to ensure that an equal educational opportunity is provided for all students. To that end, SSPPS prohibits students from engaging in acts of discrimination on the basis of race, color, creed, religion, national origin, sex, gender, marital status, parental status, status with regard to public assistance, disability, sexual orientation including gender identity and expression, or age.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Document incident; meet with team (counselor, admin, parent); up to 3 days suspension; notify police	Document incident; meet with team (counselor, admin, parent); up to 5 days suspension; notify police	Document incident; meet with team (counselor, admin, parent); up to 10 days suspension; notify police	TBD

**Restitution or restorative practices applied when appropriate.*



Dishonesty – Students are expected to tell the truth. A student is dishonest when they do not tell the truth or provides information that is misleading.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Conversation; classroom consequence; possible office referral; removal from class; conference with parent			
Grades 6-12	Conversation; team meeting (teacher, parent); possible behavior plan; removal from class; detention; up to 3 days suspension	Team meeting (teacher, parent); revise behavior plan; removal from class; detention; up to 5 days suspension	TBD	

**Restitution or restorative practices applied when appropriate.*

Face Covering and Other Personal Protective Equipment - The COVID-19 pandemic has impacted and changed our lives in countless ways. As the pandemic continues to change and evolve, we can't be certain today what school may look like throughout the 2021-22 school year. During the development of this handbook, there were no face covering/other personal protective equipment mandates in place from the Minnesota Department of Health (MDH) and the Minnesota Department of Education (MDE) and thus are not reflected in this handbook. However, South St. Paul Public Schools reserves the right to adopt and implement a face covering and other personal protective equipment policy at any time throughout the school year if state guidance for school districts changes. If said policy is adopted and implemented, the Student Rights and Responsibilities Handbook will be updated accordingly.

Failure to Follow Instructions – Students are expected to follow the instruction of all SSPPS personnel, regardless of whether employed by SSPPS directly or through a contractor, and volunteers.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Conversation; classroom consequence; possible office referral; removal from class; conference with parent; up to 3 days suspension			
Grades 6-12	Conversation; team meeting (teacher, parent); possible behavior plan; removal from class; detention; up to 3 days suspension	Team meeting (teacher, parent); revise behavior plan; removal from class; detention; up to 5 days suspension	TBD	

**Restitution or restorative practices applied when appropriate.*

Fighting, Assault, Physical Aggression – It is the policy of the school district to maintain a learning environment that is safe and free from fear and violence. Fighting is defined as intentionally hitting, kicking, punching, pushing, shoving, or tripping another individual who is a mutual combatant in a physical altercation involving two or more people. Fighting is distinguishable from physical aggression because physical aggression does not involve a mutual combatant. School district administrators possess the discretion to determine what conduct constitutes a “fight” or an “assault.”

Physical aggression is defined as hitting, kicking, pushing, shoving, tripping, and other similar acts of physical conduct carried out with an intent to cause harm to another individual. Physical aggression does not include conduct that falls within the definition of horseplay, play fighting, or fighting.



GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; removal from class; up to 5 days suspension; notification of police if medical attention needed			
Grades 6-8	Meet with team (admin, counselor, parent); notify teachers; up to 3 days suspension; notify police	Meet with team (admin, counselor, parent); notify teachers; up to 5 days suspension; notify police	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; notify police, possible recommendation of expulsion	TBD
Grades 9-12 (student to student)	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; notify police; possible recommendation of expulsion	TBD		
Grades 9-12 (student to staff)	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; notify police; possible recommendation of expulsion	TBD		

*Restitution or restorative practices applied when appropriate.

Grooming, Dress – Students are expected to dress appropriately for school activities and in keeping with the needs of the learning environment as defined in School Board Policy 504. This is a joint responsibility of the student and the student’s parent(s) or guardian(s). The following are considered inappropriate:

- Apparel that can be hazardous to them or present a health problem
- Apparel or footwear that can damage school property
- Apparel that includes words or visuals that are lewd, obscene, disruptive, or discriminatory or advertise drugs, alcohol or tobacco; or any products or activities that are illegal for use by minors.
- Apparel that includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Policy 413 are prohibited.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Student will be required to change or cover inappropriate material; parent contact	Student will be required to change; meet with team (counselor, admin); notify teachers; removal from class; detention; up to 1 day suspension;	Meet with team (counselor, admin, teachers); up to 3 days suspension	Meet with team (counselor, admin, teachers); up to 5 days suspension

*Restitution or restorative practices applied when appropriate.



Harassment – School Board Policy 413 prohibits acts of harassment and violence on the basis of race, color, creed, religion, national origin, sex, sexual orientation including gender identity and expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Policy 413 generally defines harassment as behavior that consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, sexual orientation including gender identity and expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance;
- or
3. otherwise adversely affects an individual’s employment or academic opportunities.

Policy 413 prohibits violence in the form of a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation including gender identity and expression, or disability.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Documentation of incident; office referral; investigation; conference with parent; up to 5-day suspension			
Grades 6-8	Documentation of incident; investigation; behavior contract; meet with team (counselor/admin, parent); notify teachers; notify police; up to 3 days suspension	Documentation of incident; revise behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 5 days suspension	Documentation of incident; revise behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 10 days suspension; possible recommendation of expulsion	TBD
Grades 9-12	Documentation of incident; behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 5 days suspension	Documentation of incident; revise behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 10 days suspension; possible recommendation of expulsion	TBD	

*Restitution or restorative practices applied when appropriate.

Hazardous and Nuisance Objects — Hazardous and nuisance objects as judged by teachers or administration are prohibited from school property and school-sponsored events. The following are examples of prohibited items: toys, skateboards, rollerblades/roller-wheel objects, laser pointers, lighters, perfumes, and body sprays. The administration reserves the right to examine district property and the person. The school district assumes no responsibility for finding or protecting items mentioned above.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Verbal warning; confiscation; parent notification; confiscation; meet with team (counselor, admin, teacher)			
Grades 6-12	Verbal warning, discussion; confiscation; parent notification	Confiscation; parent notification; meet with team (counselor, admin, teachers); removal from class; detention	Confiscation; parent notification; meet with team (counselor, admin, teachers); removal from class; detention	Confiscation; parent notification; meet with team (counselor, admin, teachers); removal from class; detention; morning check-in

*Restitution or restorative practices applied when appropriate.



Hazing - School Board Policy 526 specifically addresses hazing. Hazing is defined as committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body;
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school; and
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of SSPPS policies or regulations.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; up to 5 days suspension; notification of police if medical attention needed			
Grades 6-12	Documentation of incident; behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 5 days suspension	Documentation of incident; revise behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 10 days suspension; possible recommendation of expulsion	TBD	

**Restitution or restorative practices applied when appropriate.*

Horseplay and Play Fighting – Horseplay and play fighting involves no intent to harm. Behaviors include, but are not limited to, the following: (1) pretending to hit, punch, kick, or otherwise make physical contact with another individual; (2) pranks; (3) rough or boisterous play involving physical contact; and (4) running in the building.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; removal from class; conference with parent; up to 3 days suspension			
Grades 6-12	Conversation; meet with team (teacher, parent); possible behavior plan; removal from class; detention; up to 3 days suspension	Conversation; meet with team (teacher, counselor/admin, parent); behavior plan revision; removal from class; detention; up to 5 days suspension	TBD	

**Restitution or restorative practices applied when appropriate.*



Illegal Conduct – Any violation of local, state, or federal law.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Conversation; parent conference; up to 3 day suspension; meet with team (admin, counselor, parent, police liaison)	Parent conference; up to 5 day suspension; meet with team (admin, counselor, parent, police liaison)	Up to 5 days suspension; possible recommendation for expulsion	TBD

*Restitution or restorative practices applied when appropriate.

Inappropriate Language – Students are expected to use language that is appropriate in an educational setting. The use of inappropriate language includes language when not directed at a specific person and involves profanity, general sexual connotations or innuendo, put-downs to a particular group of people, or is otherwise not appropriate for a school setting. Isolated references to alcohol, drug and tobacco use, or other illegal behavior, will be inappropriate language, unless the references are made for an educational purpose in connection with an assignment from a classroom teacher.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; conference with parent; up to 3 days suspension			
Grades 6-12	Parent notification; detention, up to 3 days suspension	Parent notification; meet with team (teacher, counselor/admin; parent); removal from class; detention, up to 5 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Inappropriate Physical Contact with Another Person – Students are expected to keep their hands to themselves. Intentionally touching or making physical contact with another individual, without that individual’s permission, is not allowed.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; conference with parent; up to 3 days suspension; possible notification of police			
Grades 6-12	Meet with team (counselor, admin, parent); notify teachers; up to 3 day suspension, notify police	Meet with team (counselor, admin, parent); notify teachers; up to 5 day suspension, notify police	Meet with team (counselor, admin, teachers; parent); up to 10 day suspension, notify police; possible recommendation of expulsion	TBD

*Restitution or restorative practices applied when appropriate.



Leaving Class without Permission – Students are expected to be in class until they are excused, and may not leave class before the end of a class period without permission.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; conference with parent; up to 3 days suspension			
Grades 6-12	Parent notification; detention	Parent notification; detention	Parent notification; detention; meet with team (teacher, counselor/admin, parent)	TBD

*Restitution or restorative practices applied when appropriate.

Microaggressions - The verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership, often about race.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; office referral; aren't notification/conference, removal from class; up to 3 days suspension, or refer to consequences for Bullying or Harassment if applicable.			
Grades 6-12	Classroom consequence; Parent notification;* office referral; removal from class; behavior plan	Parent notification;* Revise behavior plan; Refer to Consequences for Abusive Language/Verbal Abuse, or Bullying, or Harassment if applicable	Refer to Consequences for Bullying or Harassment if applicable.	TBD

Restitution or restorative practices applied when appropriate to stop, diminish, deflect, or put an end to the harmful act; (1) educate the perpetrator; (2) validate and support the targets; (3) act as an ally; (4) seek social support; (5) enlist outside authority or institutional intervention; or (6) achieve any combination of these objectives.

Misuse of Property – Students are expected to be respectful of all property. Misuse of property occurs when a student uses property without permission or uses property in a way that is inconsistent with the intended use of the property.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; confiscation of item; conference with parent; removal from class; up to 5 days suspension; possible notification of police			
Grades 6-12	Confiscation of item; parent notification; removal from class; detention; up to 3 days suspension	Confiscation of item; parent notification; removal from class; detention; up to 5 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.



Misuse of Technology Acceptable Use Policy – The use of the school district computer system and access to the internet is a privilege, not a right. Students are expected to utilize technology in a manner that is consistent with the educational mission of SSPPS. District Policy 536 outlines SSPPS’s expectations for student use of technology, to include the use of all electronic devices (e.g. cell phones, smartphones, smartwatches, etc.). All students are expected to act in accordance with this policy. Misuse of technology includes conduct resulting in harm or potential harm to the student, another individual, or another individual’s property. Students should be aware that misconduct involving the misuse of technology may also meet the definitions of other offenses outlined in this handbook (e.g., cheating or plagiarism, cyberbullying, harassment or discrimination).

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; confiscation; office referral; parent notification; loss of other technology privileges			
Grades 6-12	Confiscation; parent notification	Confiscation; parent notification; removal from class; detention; meet with team (counselor, admin, teachers)	Confiscation; parent notification; removal from class; detention; meet with team (counselor, admin, teachers); loss of other technology privileges	Confiscation; parent notification; removal from class; detention; meet with team (counselor, admin, teachers); morning check-in

*Restitution or restorative practices applied when appropriate.

Ordering Food – Ordering of food from an outside vendor/restaurant for delivery during the school day.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Confiscation; parent notification	Confiscation; parent notification, removal from class; detention	Confiscation; parent notification, removal from class; detention	TBD

*Restitution or restorative practices applied when appropriate.

Photographic or Recording Device Misuse —Any photographic, video image or audio recording taken of a teacher or student during the instructional day without the consent of the individual(s). Any photographic or movie image taken of a teacher or other students during the instructional day cannot be published or posted on a public forum (e.g., YouTube, Facebook, Twitter, Instagram, Snapchat, etc.) without the written consent of each individual. District Policy 514 states posting or sending images without permission is a violation and could be considered Cyberbullying.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Confiscation of device; parent notification	Confiscation of device; parent conference; hold device for one day	Confiscation of device; parent conference; parent must pick-up device.	TBD

*Restitution or restorative practices applied when appropriate.



Possession of Alcohol, Chemicals, Prescription, Over the Counter (OTC) products—The possession, use, purchase, intent to purchase, or the sale, distribution, and/or transmission (including giving away) or intent to sell, distribute or give away controlled substances, including but not limited to, any narcotic drug, inhalant, hallucinogenic drug, toxic or mood-altering substances, intoxicating beverage, tobacco (including e-cigarettes, pipes, etc.), any paraphernalia associated with controlled substances, and the unauthorized use of prescription drugs is strictly prohibited on school property, on the school bus, or at any school-sponsored extracurricular activity or event.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; confiscation of item; conference with parent; up to 5-day suspension; possible notification of police			
Grades 6-12				
POSSESSION/USE of Tobacco (including e-cigarettes, e-cigars, e-pipes, paraphernalia)	Confiscation; up to 3 days suspension; notify police	Confiscation; up to 3 days suspension; notify police	Confiscation; up to 5 days suspension; notify police	TBD
POSSESSION/USE of Alcohol, Chemical, Prescription, OTC	Confiscation; up to 10 days suspension; notify police; possible MSHSL consequences	Confiscation; up to 10 days suspension; notify police; possible recommendation for expulsion	TBD	
SALE/DISTRIBUTION of Alcohol, Chemical, Prescription, OTC	Confiscation; 10 day suspension; notify police; recommendation for expulsion	TBD		

*Restitution or restorative practices applied when appropriate.

Possession of Weapons, Explosives, Incendiary Devices, or Combustible Substances – School Board Policy 501 prohibits students from possessing, using, or distributing weapons. In order to assure a safe school environment for students, staff and the public, no student or non-student, including adults and visitors, shall possess, use or distribute a weapon in a school location. A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm whether loaded or unloaded; air guns; pellet guns; BB guns; rifles, pistols, all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; any combustible or flammable liquid; explosives; fireworks; tear gas, mace and other propellants; stun guns; ammunition; poisons; chains; arrows; objects that may have been modified to serve as a weapon and look-alike weapons.

No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession of a weapon.

“School Location” includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions. “Possession” means having a weapon on one person or in an area subject to one’s control in a school location. A student who finds a weapon on the way to school or in the school building, or a student who discovers that they accidentally have a weapon in their possession, and takes the weapon immediately to the Principal’s Office shall not be considered to possess a weapon.



GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Confiscation of item; office referral; conference with parent; up to 5 days suspension; notification of police			
Grades 6-12	Confiscation of item; parent notification; out of school suspension; notify police; recommendation for expulsion	TBD		

*Restitution or restorative practices applied when appropriate.

Property Damage, Vandalism – Property damage is a violation when it involves the intentional damage, destruction, vandalism, or breaking of another individual’s property or SSPPS property. For example, property damage includes intentional acts such as damaging or destroying textbooks and other school equipment, using technology to download or deploy unauthorized or malicious software, spray painting surfaces, acts of vandalism, and damaging or destroying the property of another student.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Confiscation of item; office referral; conference with parent; up to 5 days suspension; possible notification of police			
Grades 6-12	Restitution; up to 10 days suspension; notify police	Restitution; up to 10 days suspension; notify police; recommendation for expulsion	TBD	

*Restitution or restorative practices applied when appropriate.

Sexual Assault – Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the individual who is the recipient of the contact or behavior.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; up to 5 days suspension; notify police			
Grades 6-12	Meet with team (admin, counselor, parent); notify teachers; up to 3 day suspension; notify police	Meet with team (admin, counselor, parent); notify teachers; up to 5 day suspension; notify police	Meet with team (admin, counselor, paren, teachers); up to 10 day suspension; notify police; possible recommendation of expulsion	TBD

*Restitution or restorative practices applied when appropriate.

Sexual Misconduct – Sexual misconduct includes verbal attempts to initiate sexual contact with another person and any form of touching of a sexual nature, with or without consent of the other party. Sexual misconduct also includes exchanging pornographic, obscene, or otherwise sexually suggestive photographs or messages with another person, including behavior commonly referred to as “sexting.” Pornographic material or pornography is defined as material (such as writings, photographs, or videos) depicting sexual activity or erotic behavior in a way that is designed to arouse sexual excitement.



GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; removal from class; up to 5 days suspension; notify police			
Grades 6-12	Meet with team (admin, counselor, parent); notify teachers; removal from class; detention; up to 3 day suspension; notify police	Meet with team (admin, counselor, parent); notify teachers; removal from class; detention; up to 5 day suspension; notify police	Meet with team (admin, counselor, parent, teacher); removal from class; detention; up to 10 day suspension; notify police; possible recommendation for expulsion	TBD

*Restitution or restorative practices applied when appropriate.

Substantial Interruption to the Learning Environment – A substantial interruption to the learning environment occurs when a student engages in behavior that interferes with the learning environment in a school building to the degree that SSPPS personnel are unable to deliver instruction to other students. Students do not have the right to interfere with other students’ right to receive an education. If a teacher or other personnel makes an office referral for a substantial interruption to the learning environment, they must describe to building administration the specific interventions that were attempted before the student’s behavior was determined to cause a substantial interruption. If the teacher or personnel did not attempt an intervention, they must describe to building administration why it was determined an intervention would not be successful.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence, office referral; conference with parent; up to 3 days suspension			
Grades 6-12	Conversation; meeting with team (parent, teacher); possible behavior plan; removal from class; detention; up to 3 days suspension	Conversation; meeting with team (admin/counselor, parent, teacher); revise behavior plan; removal from class; detention; up to 5 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Theft – Theft is the taking of another person’s property with the intent to deprive the owner of the property. For purposes of this student handbook, theft includes extortion. Extortion is the act of obtaining something through threats of force or coercion.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; up to 5 days suspension; possible notification of police			
Grades 6-12	Restitution; up to 3 days suspension; notify police	Restitution; up to 5 days suspension; notify police	Restitution; up to 10 days suspension; notify police; possible recommendation for expulsion	TBD

*Restitution or restorative practices applied when appropriate.



Threat of Violence – Threats of violence are either direct or indirect threats to commit an act of violence for the purpose of causing serious inconvenience or disruption in the school environment or to cause the evacuation of a school building, event, or vehicle. A bomb threat or school shooting is an example of a threat of violence

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Parent notification; detention, up to 3 days suspension; possible recommendation for expulsion	Meet with team (counselor, admin, parent); detention, up to 5 days suspension; possible recommendation for expulsion	TBD	

*Restitution or restorative practices applied when appropriate.

Trespassing – Students must stay in designated areas of the school to which they have been assigned. Students must have permission from a building administrator or must be escorted by a parent, guardian, caregiver, or emergency contact person if they enter a building other than their school. Trespassing includes breaking and entering into locked or private areas, such as other students’ lockers, administrative office areas, and supply cabinets.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; up to 5 days suspension; possible notification to police			
Grades 6-12	Conversation; parent notification; removal from class; detention; 1 day suspension	Parent notification; up to 3 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Violation of Closed Campus – Leaving during school hours without prior approval.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Conversation; parent notification; removal from class; detention; possible loss of parking privileges (if applicable)	Parent notification; removal from class; detention; possible loss of parking privileges (if applicable)	Parent notification; up to 3 days suspension	TBD

*Restitution or restorative practices applied when appropriate.

Unique Situations - Misconduct that occurs which is not covered by the infractions and guidelines above will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful may be subject to disciplinary action regardless of whether the specific behavior is defined above. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the needs of the school and/or district.



DISCIPLINE GUIDELINES FOR SPECIAL EDUCATION STUDENTS

In accordance with state and federal law, the following provides guidelines for discipline consequences for students identified as special education.

	IEP Team Required	¹ Manifestation Determination	² Functional Behavioral Assessment Plan Required	Alternative Education Services Required
Student removed for one school day or less	NO*	NO*	NO*	NO*
Student suspended for less than five consecutive school days or less	NO*	NO*	NO*	NO*
Student suspended for six OR MORE consecutive school days	YES	NO*	NO*	YES
Student removed for 10 cumulative days or less in a school year or more	NO*	NO*	NO*	NO*
Student removed for 11 cumulative days in a school year or more	YES	YES	YES	YES
Student placed on in-school suspension	NO**	NO**	NO**	NO**
Student suspended from the bus	DEPENDS**	DEPENDS**	DEPENDS**	DEPENDS**

* Unless the student has been removed 11 or more cumulative days in a school year. (Minn. Stat. §121A.43(a))

** In-school suspension is not considered a day of suspension for a student with a disability as long as the student continues to receive regular and special education services during the in-school suspension.

*** If bus transportation is part of the student's IEP, a bus suspension would be treated as a removal unless the school provides transportation in some other way, because that transportation is necessary for the student to obtain access To the location where all other services will be delivered. If bus transportation is not a part of the student's IEP, a bus suspension typically would not be a removal.

1 "Manifestation Determination" is a process to determine if a student's behavior problem was or was not a manifestation of the student's disability

2 A "Functional Behavioral Assessment" is a process for gathering information to understand the structure and function of a student's behavior(s) in order to develop an effective and efficient behavioral support plan that teaches and encourages alternative behaviors



STUDENT BUS RIDER RESPONSIBILITIES

This year, due to the pandemic, we are closely working with our transportation providers to follow the most up-to-date guidance from the CDC, MDH, and local health officials. Additionally:

- Students who use district transportation will wear face covering onto the school bus and will be expected to follow the safety procedures communicated by the bus drivers.
- Busing capacity will be limited to 50 percent.
- Students will be loaded back-to-front, and unloaded front-to-back, and students may have assigned seats.
- Hand sanitizer will be available on all buses.
- The buses will be thoroughly cleaned on a nightly basis. Common touch surfaces (handrails, tops of seats, etc.) will be cleaned between all routes.
- Bus riders will be limited to one student per seat. Siblings will be allowed to sit together.
- Eligible students will be required to register for transportation services.
- Special Education transportation will follow safety and social distancing protocol.

South St. Paul Public Schools is committed to providing a safe and enjoyable riding experience for its bus riders. Parents or guardians are responsible for the safety of their student(s) until they are on the school bus. The district's student bus rider responsibilities section has been established by the district. Please review this information and discuss it with your child(ren). This information is being provided so that your child(ren) will clearly understand bus behavior expectations.

Riding the school bus or school van is a privilege, not a right that can be revoked if a student chooses not to comply with the rules for bus riders. The school district's general student behavior rules are in effect for all students on school buses. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation department. Serious misconduct may be reported to local law enforcement.

STUDENT BUS RIDER RESPONSIBILITIES

The district's goal is to provide safe and enjoyable transportation for our students. This occurs when we work in cooperation with students, parents, teachers and drivers. Students are expected to ride their assigned bus everyday, and be picked up and dropped off at their assigned bus stop, unless alternative plans are approved by administration. All students who ride the bus are expected to follow and observe the school district's safety rules, as well as those of the bus driver. Students who do not follow rules will be subject to suspension of bus-riding privileges as designated in the policy below. For the safety of all riders, please review the following rider responsibilities with your child(ren) before the school year begins.

Going to the Bus Stop

- Use sidewalks where provided.
- If there are no sidewalks, walk single file on the left shoulder of the street facing traffic.
- Cross streets only at corners.
- Use a direct route, but avoid crossing yards or empty lots.
- Arrive at your bus stop no more than five minutes before the scheduled stop. The bus driver cannot wait for late students.
- Be aware of suspicious individuals on foot or in motor vehicles. Report these persons to your bus driver or school principal. Even if you have missed the bus, do not accept rides from strangers.

Waiting at the Bus Stop

- Wait away from the traffic. Stay at least five feet off the road or street.
- Respect the property of others while waiting at the bus stop. Do not pick flowers, disturb shrubs, throw stones or snowballs, litter, etc.
- Use appropriate language at all times.



- Respect other students by not pushing, shoving or fighting.
- Stay back from the street until the bus is actually stopped. A push at the middle or end of the line can send the front person into the bus or under its wheels.
- Older students should be helpful to younger ones.
- The district’s student behavior policies, guidelines, and rules are enforceable while a student waits at the bus stop.

Boarding the Bus

- Wait until the bus has stopped and the door is opened before starting to board.
- Board the bus single file.
- Continue to show respect for others by not pushing or shoving.
- Use the handrail to keep from slipping, falling, or tripping.
- Greet the bus driver.
- Move directly to your seat and sit down.
- Put large items (e.g. musical instrument, packages) in seat area or under the seat, but not in the aisle.

Riding on the Bus

- Follow directions of the driver.
- Stay in your seat.
- Keep all parts of your body in the bus.
- No pushing, shoving, cutting in, fighting at any time.
- No eating, drinking, smoking, or spitting.
- No loud talking, horseplay, throwing things, or inappropriate language.

Getting off the Bus

- Wait for the bus to be completely stopped and the door to be opened before standing up.
- Stay respectful of others – no shoving or pushing.
- Walk five big steps away from the bus, turn and look at the bus driver.
- Wait until the bus is at least a half a block away before proceeding home.
- Do not go in back of or underneath the bus for any reason.

Consequences for Misbehavior on the Bus

If a student chooses to break a rule, the following consequences are applied:

1st incident	Verbal warning
2nd incident	Bus conduct report is issued. Parents contacted via phone or email and letter sent home. Letter must be signed and returned. Possible consequences include apology, assigned seat or suspension from riding the bus.
3rd incident	A second bus conduct report is issued and a one to three day suspension from riding the bus is applied.
4th incident	A third bus conduct report is issued and five-day suspension from riding the bus is applied.
5th incident	A fourth bus conduct report is issued and permanent removal from bus privileges may be applied, which includes all school activities.

The following inappropriate behavior will result in **automatic suspension of transportation privileges**:

- Physical harm to another student
- Property damage
- Physical harm or threat of physical harm to driver (may result in arrest)
- Refusal to obey driver or verbal abuse of driver
- Disruption; which creates a safety hazard
- Possession of any dangerous weapon



STUDENT USE OF PERSONAL ELECTRONIC DEVICES (E.G.CELL PHONES)

South St. Paul Public Schools believes the use of personal electronic devices is a privilege and can be an acceptable communication and educational tool that requires responsible use by all students. Use of electronic devices including, but not limited to, cellular phones, smartphones and smartwatches, digital cameras, laptop computers, tablets and other personal electronic devices capable of transmitting data or images during instructional time **may be allowed with explicit permission from the instructor.**

STUDENT RESPONSIBILITIES FOR PERSONAL ELECTRONIC DEVICE

Students who have abused any privilege with such devices will be asked to put them away, and the items are subject to confiscation. Repeated offense will result in confiscation of the device for a period of time and/or other building level consequences. Refusal to comply with a request constitutes insubordination, which will result in additional disciplinary consequences. Students should be aware that misconduct involving the misuse of technology may also meet the definitions of other offenses outlined in this handbook (e.g., cheating or plagiarism, cyberbullying, harassment or discrimination).

In addition, SSPPS is not responsible for lost or stolen property. Personal property includes personal electronic devices. All property should be clearly identified or labeled. Articles are much more likely to be returned to the proper person if they are marked clearly.

EXPECTATIONS OF USE

GRADE	EXPECTATIONS	POTENTIAL CONSEQUENCES
K-8	<p><i>Use of personal electronic devices is reserved for use during instructional time only and is forbidden in all other settings of the school grounds.</i></p> <ul style="list-style-type: none"> • Students are required to turn off all devices when entering the building. • Students may turn the devices back on again when exiting the building, unless otherwise instructed by a staff member. • Uses of these devices in the classroom without permission from the instructor are subject to the consequences listed. <p><i>Parents are asked to not disrupt the school environment by contacting their children via their cell phone and should instead contact the school's main office to leave their child a message.</i></p> <ul style="list-style-type: none"> • Students are not allowed to contact parents during the school day using their personal device. • Students must ask permission to contact parents and will use a school phone when given permission by school personnel. 	<ul style="list-style-type: none"> • Verbal warning • Confiscation • Classroom consequences • Parent notification • Removal from class • Detention • Team meeting (teacher, parent, counselor, admin) • Morning check-in • Loss of other technology privileges
9-12	<p><i>Use of personal devices is subject to teacher discretion.</i></p> <ul style="list-style-type: none"> • Use of personal electronic devices is a right, not a privilege. • Students are discouraged from using personal electronic devices during the school day unless for instructional use. • Misuse of devices in the classroom or at other times during the school day are subject to the consequences listed. <p><i>Parents are asked to not disrupt the school environment by contacting their children via their cell phone during class.</i></p>	<ul style="list-style-type: none"> • Verbal warning • Confiscation • Classroom consequences • Parent notification • Removal from class • Detention • Team meeting (teacher, parent, counselor, admin) • Morning check-in • Loss of other technology privileges



FREQUENTLY ASKED QUESTIONS

1. WHAT IS THE ROLE OF A SCHOOL RESOURCE OFFICER?

School resource officers are not SSPPS employees. SSPPS expects school resource officers to demonstrate professionalism at all times and to act as a positive role model for students. Their role in the school setting is outlined in a contract between SSPPS and the City of South St. Paul. The primary role of a school resource officer is to deter and address criminal activity on school property and at school-sponsored events and activities. School resource officers are not involved in determining student discipline and they are not involved in addressing student misconduct that does not involve suspected criminal conduct.

SSPPS staff will consult with school resource officers to the extent necessary to report any potential criminal activity at school or a school-sponsored event or activity. In addition, SSPPS staff will consult with school resource officers to the extent necessary to comply with mandatory reporting obligations, such as the obligation to report suspected maltreatment of minors under Minn. Stat. § 626.556. To the extent permitted by State and Federal law, SSPPS staff may also disclose information to law enforcement in emergency situations where law enforcement's knowledge of the information is necessary to protect the health and safety of a student or other individuals.

2. HOW DOES SSPPS ADDRESS ATTENDANCE ISSUES?

District Policy 503 generally outlines SSPPS's expectations with respect to student attendance. Policy 503 can be found in its entirety on the school district website. As noted above, isolated instances in which a student is tardy will be handled at the classroom level. Repeated tardiness may warrant an office referral. Unexcused absences are otherwise addressed in the behavior and consequences section of this handbook in accordance with specific statutory provisions related to compulsory school attendance (Minn. Stat. §120A.22).

3. HOW DOES SSPPS TREAT BEHAVIOR IN SCHOOL PARKING LOTS?

School parking lots are considered school grounds for purposes of implementing SSPPS discipline policies and procedures. The same behavioral expectations that apply in school buildings apply in school parking lots. Parking on school grounds is a privilege, not a right. Students only may park in areas that are designated for student parking. In addition to the behavioral consequences outlined in this Handbook, a student who engages in misconduct in a SSPPS parking lot may have their parking privileges suspended or revoked. If a student parks in an unauthorized area or if an unauthorized vehicle is parked in a SSPPS parking lot, SSPPS may move the vehicle, require the owner to move the vehicle, or have the vehicle removed from SSPPS property and towed to a location off SSPPS grounds at the owner's expense. Student vehicles parked on SSPPS property may be subject to a search if SSPPS personnel have a reasonable suspicion that the search will uncover evidence of illegal conduct or a violation of SSPPS rules and policies. Policy 527 specifically addresses student use and parking of motor vehicles. Policy 503 can be found in its entirety on the school district website.

4. IS THERE AN APPEALS PROCESS FOR STUDENT DISCIPLINE?

Minnesota's Pupil Fair Dismissal Act provides for an appeals process in situations involving a student expulsion or exclusion. [See Minn. Stat. §121A.47](#). There is not a formal appeals process for other forms of discipline. As noted above, families who believe a disciplinary matter was not handled properly at the building level should first contact the building principal. If concerns remain, families may contact Superintendent Webb. Dr. Webb serves as a resource to help resolve complaints related to specific disciplinary incidents.



5. WHAT IS THE DISTRICT'S POLICY ON LOCKER SEARCHES?

District Policy 502 addresses locker searches as well as personal possessions. Students have no expectation of privacy in their school lockers and school officials may search student lockers at any time, for any reason, without the permission of the student and without providing any advance notice to the student. However, personal possessions within a locker (i.e. purses, backpacks, jacket pockets) may only be searched by school officials when there is a reasonable suspicion that the search will uncover evidence of a violation of school rules or the law. For example, a school official may open a locker at any time to see what is in the locker, but may only then search a backpack in the locker if they have reason to believe it contains contraband, such as in the case where a drug dog indicates the presence of drugs in a locker.

6. WHAT IS THE DISTRICT'S POLICY AROUND SEARCHES OF STUDENT CELL PHONES AND PERSONAL COMPUTERS?

Searches of student cell phones and computers are similar to the search of locked or closed items in a student locker. If the school official has reasonable suspicion that a search will uncover a violation of the law or school rules, the school official may search a student's personal possessions, such as cell phones and computers.

This search need not be done with a parent present. Normally the school official would request permission from the student and for the student to provide a password. (Note that for school-owned computers, the search would be similar to a locker. Students have no expectation of privacy on such devices, which may be searched at any time, for any reason by school officials.)

Refusal to provide a password or unlock a phone may be grounds for discipline, in the same way that a student who refuses to unlock their car in the school parking lot to allow the district to search the car may be disciplined.

In general, students within the school environment have a lesser expectation of privacy than members of the general population. School districts have broad discretion in determining the extent to which students are allowed to use personal electronic devices during the school day. Violations of district policy are subject to discipline.

7. WHAT IS THE DISTRICT COMMUNICATIONS POLICY REGARDING SERIOUS INCIDENTS, SUSPENSIONS AND EXPULSIONS? DO YOU INFORM ALL PARENTS OF STUDENTS WHO WERE INVOLVED? DO YOU INFORM ALL PARENTS OF THE SCHOOL?

In general, the district informs the parents of students who are either victims or perpetrators of serious incidents that may lead to discipline. However, state and federal law prevent the district from discussing the details of any discipline that it imposes against students with any other students or parents.

[The Minnesota Government Data Practices Act \(MGDPA\) and the Family Educational Rights and Privacy Act \(FERPA\)](#) bind the district's hands, and only allow the district to discuss a student's discipline with that student and the student's parents/guardians. Even in a situation where a student is a victim of a serious infraction, that student (victim) and their parents/guardians will not find out what discipline, if any, was given to the perpetrator. While this can be very frustrating for both school officials and parents, the district must follow the law.

Similarly, because the students who attend a school may already know the identity of a student involved in a major incident, the District is often prevented from sharing background details or information since sharing such information may tend to identify or confirm the identity of the student or students who were involved.

In certain circumstances, the District may provide general background information to parents of all students in an attempt to be proactive and allow parents to talk to their children about issues that may be occurring at school (e.g. an email regarding Appropriate Use of Technology). While the district is not required to provide such general notice to all parents, we seek to keep parents involved in order to discuss these issues at home and encourage partnership with the district in providing a safe and healthy learning environment.



8. DOES SSPPS HAVE RECOMMENDED RESOURCES TO ASSIST FAMILIES IN DEALING WITH STUDENT BEHAVIOR CONCERNS AND HELPING STUDENTS DEVELOP SELF-MANAGEMENT SKILLS?

Yes. Information about these resources may be obtained from your building leadership team. Some examples of self-management resources include:

PRESCHOOL AND ELEMENTARY STUDENTS

- **Online Resources**

- Conscious Discipline Resources for Parents
<https://consciousdiscipline.com/about/parents/>
- Supporting emotional competence in infants and young children
http://challengingbehavior.fmhi.usf.edu/do/pyramid_model.htm
- Discussing time out discipline
<http://csefel.vanderbilt.edu/resources/www/www14.html>

- **Books**

- *Easy to Love, Difficult to Discipline* by Becky Bailey
- *Learning to Feel Good and Stay Cool* by Judith Glasser and Kathleen Nadeu
- *Self-Control to the Rescue* by Lauren Brukner
- *Listening to My Body* by Gabi Garcia
- *Parenting a Child who has Intense Emotions* by Pat Harvey and Jeanine Penzo

MIDDLE AND HIGH SCHOOL STUDENTS

- **Online Resources**

- Social and emotional changes in teens
http://raisingchildren.net.au/articles/social_and_emotional_development_teenagers.html
- Discussing dialectical behavioral therapy
<http://behavioraltech.org/resources/whatisdbt.cfm>

- **Books**

- *Don't Let Your Emotions Run Your Life* by Sheri Van Dijk
- *A 5 is Against the Law* by Kari Dunn Buron
- *The Explosive Child* by Ross Greene



SUMMARY OF ADDITIONAL DISTRICT POLICIES

Besides the policies that are included and/or referred to in this Handbook, students are expected to be aware of and to abide by all of the district's policies. The following is a summary of SSPPS's policies that define student rights and responsibilities. Complete texts of these and all district policies are available on the district's website at www.sspps.org/policies or upon request from a school office.

Assessment of Standard Achievement ([Policy 618](#))

The district provides a structure and framework for assessing student learning in the district. The grading and assessment should assist in the student's learning experiences. Each school program level will establish standardized assessments and track mastery of academic standards. The criteria will reflect the age of the student and the level of content learning.

Attendance ([Policy 503](#))

Students are required to attend all assigned classes every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence. Each school has established attendance procedures that support regular school attendance. These procedures will be shared by each school and require the support of students and families.

Corporal Punishment ([Policy 507](#))

Corporal punishment is prohibited. No employee or agent of the district will engage in or cause the infliction of corporal punishment on any student.

Distribution of Non School-Sponsored Materials on School Premises ([Policy 505](#))

The district seeks to protect students' and employees' rights to free speech, while at the same time preserving the integrity of the educational objectives and responsibilities of the district. This protection includes the right to distribute nonschool-sponsored material at a reasonable time and place and in a reasonable manner. Distribution guidelines have been established by district policy and will be supervised by school administration.

Do Not Attempt Resuscitation ([Policy 518](#))

When any student experiences sudden illness or injury, the role of an employee is to render emergency health care to preserve life and prevent disability. In life-threatening emergencies, the emergency medical system (911) will be activated. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.

Dress and Appearance ([Policy 504](#))

Students are encouraged to dress appropriately for school activities and in keeping with the standards of a learning environment. The responsibility for student dress lies with both the student and the student's parent/guardian. Additional expectations are outlined in this handbook.

Education of Homeless Children

Students experiencing homelessness as defined under federal McKinney-Vento law shall have access to the education and other services they need to provide educational stability, and school access to meet state and district standards, including transportation to and from their school of origin.



Electronic Technologies Acceptable Use ([Policy 536](#))

Students may access online resources from their classrooms via the internet. Procedures and guidelines have been established for access to the district's networks and acceptable and safe use of the internet. The administration will supervise the guidelines. Specific expectations, including the Online Code of Ethics, are outlined by the district policy.

Parents or guardians must give approval for their child(ren) to access internet resources and students must agree to follow the acceptable use procedures. Forms are available in the district portal and Family Handbook.

Emergency Health Situations and District Insurance Limitations

The district does not purchase medical, health or accident insurance for your child. If your child has an accident, is ill, or is injured while at school or participating in district-sponsored activities; families will need to access their own insurance plans to cover any associated costs (e.g., medical care, emergency transportation). The district cannot pay these associated costs.

Employee Background Checks ([Policy 404](#))

The district places a high priority on ensuring a safe and healthy learning environment for students. This priority includes requiring all applicants who have been offered district positions to complete a criminal background check as part of the process for determining employment. This process meets legal requirements.

Equal Educational Opportunity ([Policy 102](#))

The district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. No student will be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination under any educational program or activity operated by the district on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, pregnancy, status with regard to public assistance, disability, sexual orientation or age.

Extended School Year ([Policy 508](#))

Extended School Year (ESY) services are provided to a student who has an Individualized Education Plan (IEP) if the IEP team determines the ESY services are necessary during a break in instruction to provide a free appropriate public education.

Field Trips and Travel ([Policy 610](#))

The district supports and approves student field trips and travel beyond the classroom and areas of competition that are properly planned, well organized, and carefully supervised. Students participating in approved field trips and travel will be permitted to prepare assignments in advance or make up work missed in classes from which they are absent. All trips and travel require parent/guardian authorization.

Immunization Requirements ([Policy 530](#))

Students are required to provide proof of immunization or appropriate documentation exempting the student from immunizations and other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.





MSBA/MASA Model Policy 506

Orig. 1995

Rev. 2019

Adopted: October 5, 1993

Revised: 1/24/05; 10/10/05; 11/28/11; 9/9/13; 4/28/14; 5/9/16; 5/22/17; 9/10/18; 1/13/20

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a

school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

IV. STUDENT RIGHTS

- A. All students have the right to an education and the right to learn.

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;

- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

The School Board considers the following behaviors to be unacceptable behaviors that may be subject to disciplinary action. These behaviors are defined more thoroughly in the Student Handbook, and will be reviewed annually.

1. Acts of dishonesty.
2. Any criminal activity or violation of the law.

3. Attendance issues, including failure to attend class, tardiness, and leaving class without permission.
4. Cheating and plagiarism.
5. Damage to or misuse of property, including misuse of technology or use of technology in a way that causes property damage
6. Failing to follow the instructions of an administrator, teacher, or other School District representative.
7. Gang activity.
8. Inappropriate physical contact with another person, as well as acts of physical aggression, fighting, horseplay and play fighting.
9. Possession, distribution, or use of alcohol, drugs, and tobacco (including look alike substances and synthetic substances) or paraphernalia.
10. Possessions of weapons (as defined in School Board Policy 501) explosives, incendiary devices, or any type of combustible substances.
11. Substantially interrupting the learning environment.
12. Sexual misconduct and sexual assault.
13. Theft.
14. Threats of violence.
15. Trespassing.
16. Using language that is not appropriate in a school setting or possessing materials containing language that is not appropriate in a school setting. Inappropriate language includes abusive, profane, obscene, or threatening language. Inappropriate language also includes language that constitutes cyberbullying, bullying, discrimination, harassment, or hazing. Teasing and name-calling may also be considered inappropriate language.
17. Violations of other School Board Policies setting forth expectations for student behavior including:

- a) School Board Policy 102, Equal Educational Opportunity;
- b) School Board Policy 413, Harassment and Violence;
- c) School Board Policy 417, Chemical Use and Abuse
- d) School Board Policy 419, Tobacco-Free Environment;
- e) School Board Policy 501, Weapons;
- f) School Board Policy 502, Search of Student Lockers, Desks, Personal Possessions, and Student's Person
- g) School Board Policy 503, Student Attendance;
- h) School Board Policy 504, Student Dress and Appearance;
- i) School Board Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students and Employees
- j) School Board Policy 514 Bullying Prohibition;
- k) School Board Policy 521, Student Disability Nondiscrimination
- l) School Board Policy 526, Hazing Prohibition;
- m) School Board Policy 527, Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches;
- n) School Board Policy 528, Student Parental, Family and Marital Status Nondiscrimination;
- o) School Board Policy 536, Student Internet Acceptable Use and Safety Policy;
- p) School Board Policy 627, Academic Honesty;
- q) School Board Policy 709, Student Transportation Safety

VII. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act; and/or
- T. Other disciplinary action as deemed appropriate by the school district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is

otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

B. Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.
5. A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

C. Procedures for Removal from Class

1. A student will be removed from class only upon agreement of the appropriate teacher and Principal or Principal's designee after an informal administrative conference with the pupil. The decision to remove a student will ultimately be the responsibility of the Principal or Principal's designee.
2. The length of time of the removal will be at the discretion of the Principal or the Principal's designee after consultation with the teacher, but will not exceed five (5) class or activity periods per incident.
3. Removal from class may be imposed without an informal administrative conference when a student is causing and/or appears to be causing a

serious disruption or appears to be creating an immediate and substantial danger to himself/herself or to person(s) or property.

4. In removing a student from class, a District employee may use reasonable force, if necessary, in compliance with M.S. §121A.582 and other laws.

D. Responsibility for and Custody of a Student Removed from Class Students who are removed from class will be supervised by a District staff member.

E. Return to Class after Removal

1. Students will return to class upon completion of the terms of the removal established at the informal administrative conference referenced in section II.B.3.

F. Procedures for Notification

1. The principal or principal's designee will determine the need for and method of notification to parent or guardian.
2. After the student has been removed from class more than ten (10) times in one school year, the principal or designee will notify the student's parent and guardian and request that the parent or guardian meet with the site administrators to discuss the problem that is causing the student to be removed from class.

G. Students on an Individual Education Plan (IEP) The principal or designee will determine whether the student's removal from class requires a meeting to review the adequacy of the student's current Individual Education Plan (IEP) or whether there is a need for further assessment. If it is determined such a meeting is necessary, the student's case manager will schedule and provide appropriate notices of such meeting.

H. Early Intervention

1. The principal or designee will review the following:
2. Any procedures or services appropriate for encouraging early involvement of parents or guardians to improve the student's behavior;
3. Any procedures or services determined appropriate for encouraging early detection of behavioral problems;
4. Whether the student may need special education services in order to benefit from his or her education;

5. The appropriateness of referring the student to the District chemical abuse preassessment team;
6. The appropriateness of addressing the student's behavior through a crisis intervention plan; and
7. The appropriateness of any other interventions to improve the student's conduct and behavior.

IX. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
 2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
 3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.
- C. Suspension Procedures
1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason

for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth

(6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a) strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b) assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c) petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.

8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This

notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XV. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XVI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal from Class)
Minn. Stat. §§ 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students with Disabilities)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Non-School-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



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514 BULLYING PROHIBITION POLICY

I. PURPOSE

- A. A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property at school-functions, or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyber bullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy #506. The school district may take into account the following factors:
 1. The developmental ages and maturity levels of the parties involved;
 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 3. Past incidences or past or continuing patterns of behavior;
 4. The relationship between the parties involved; and
 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. An actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. Materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure

from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel, who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner, may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others

pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy #506 and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

- A. The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but

is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyber bullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does

not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data

related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

- A. To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § Ch. 124E (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



Adopted: February, 1998

MSBA/MASA Model Policy 526

Orig. 1997

Revised: 4/26/04; 9/9/13; 7/25/16; 6/26/17
6/10/19; 5/26/20; 6/14/21

Rev. 2014

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that are free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspensions and/or expulsion

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals for engaging in prohibited acts of hazing may include, but not limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Immediately” means as soon as possible but in no event, longer than 24 hours.
- C. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school

grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approve for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. "Student" means a student enrolled in a public school or charter school.
- F. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other school district employees shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades work assignments, or educational or work environment.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.
- F. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited in this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not

limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian (s) of alleged perpetrators of hazing who have been involved in a report and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who provides information about hazing, who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks. The school district will develop a method for discussing this policy with students.

Legal References: Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)

Cross References:

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

Minn. Stat. § 121A.69 (Hazing Policy)

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])



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MSBA/MASA Model Policy 413

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11/23/15; 12/10/18; 6/10/19; 5/26/20; 6/14/21

Rev. 2017

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability
- B. A violation of this policy occurs when any student, teacher, administrator or other school district personnel harasses a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability. (For purposes of this policy, school district personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)
- C. A violation of this policy for any student, teacher, administrator or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, including gender identity or

expression and to discipline or take appropriate action against any student, teacher, administrator or other school district personnel who is found to have violated this policy.

- E. Because there are multiple, overlapping laws governing the school district's response to allegations of sexual harassment, all allegations of sexual harassment are subject to policy 522.

III. DEFINITIONS

- A. Assault is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.

- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. otherwise adversely affects an individual's employment or academic opportunities.

- C. "Immediately" means as soon as possible but in no event longer than 24 hours.

- D. Protected Classifications; Definitions
 - 1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a) has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b) has a record of such an impairment; or
 - c) is regarded as having such an impairment.

 - 2. "Familial status" means the condition of one or more minors being domiciled with:

- a) their parent or parents or the minor’s legal guardian; or
 - b) the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 - 3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 - 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 - 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 - 6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
 - 7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Violence; Definition
- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another’s intimate parts, or forcing a person to touch any person’s intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:
 - a) touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b) coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - c) coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d) threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

G. Violence; Definition

1. Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability by a student, teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

- D. In Each School Building. The building principal, the principal's designee, or building supervisor (hereinafter the "building report taker) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy, at the building level. Any adult school district personnel, who receive a report of harassment or violence prohibited by this policy, shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or school district's human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fails to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building report taker.
- G. In the District. The school board hereby designates the Director of Human Resources as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation

may be conducted by school district officials or by a third party designated by the school district.

- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

- A. The school district will discipline or take appropriate action against any student, teacher, administrator or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

- A. These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.

- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. A summary of this policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. § 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973 § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 1201 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)



HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Harassment and Violence

Special School District No. 6 maintains a firm policy prohibiting all forms of discrimination.

Harassment or violence against students or employees or groups of students or employees on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability is strictly prohibited. All persons are to be treated with respect and dignity. Harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability by any pupil, teacher, administrator, or other school personnel, which create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant _____

Home Address _____

Work Address _____

Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ national origin \ sex \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation, including gender identity and expression \ disability

Name of person you believe harassed or was violent toward you or another person or group. _____

If the alleged harassment or violence was toward another person, identify that person or group. _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any witnesses that were present _____

This complaint is filed based on my honest belief that _____ has harassed or has been violent to me or to another person or group. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by: _____

(Date)



South St. Paul Public Schools
 104 5th Avenue South
 South St. Paul, MN 55075'
 www.sspps.org

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SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Regular Agenda/Business Items

Action Requested: Approval

Attachment: 2021-22 Resolution for Membership in the Minnesota State High School League (MSHSL)

Topic: Minnesota State High School League Membership
Presenter(s): Superintendent Dave Webb
Background: Each year Minnesota Statute 1993, Section 128C.01, requires individual school boards to authorize membership in the Minnesota State High School League (MSHSL). The Resolution for Membership affirms that (1) that the school board for the school district, delegates control, supervision, and regulation of League-sponsored athletic and fine arts activities to the MSHSL; (2) that the school board adopts the MSHSL Constitution, Bylaws and Rules and Regulations, and (3) that the administration of and the responsibility for supervising your registered activities are assigned to your local school official. Formal approval must be made prior to August 31, 2021.
Recommendation: Approval of the 2021-22 Resolution for Membership in the Minnesota State High School League.
Alternatives: Do not approve the Resolution for membership into the MSHSL and direct administration with next steps.



**2021-2022 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

RESOLVED, that the Governing Board of School District Number 6, County of Dakota State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

South St. Paul High School _____

(If more than four high schools, attach an additional list)

is/are authorized by this, the Governing Board of said school district or school to:

1. _____ Make new application for membership in the Minnesota State High School League; School Enrollment (9-12): _____
OR;
___X___ Renew its membership in the Minnesota State High School League; and,
2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representatives identified by this Governing Board.

Signing the Resolution for Membership affirms that this Governing Board has viewed the WHY WE PLAY training video which defines the purpose and value of education-based athletic and activity programs and assists school communities in communicating a shared common language.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Code of Student Conduct violations for students participating in activity programs by member schools.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: _____
(Clerk/Secretary - Local Governing Board)

Signed: _____
(Superintendent or Head of School)

Date: June 28, 2021

Date: June 28, 2021

District Office Address, City, Zip: _____

104 – 5th Avenue South, South St. Paul, MN 55075

School Superintendent's Phone: (651) 457-9465

School Superintendent's Email: dave.webb@sspps.org

**This form must be completed and submitted to MSHSL NOT LATER THAN AUGUST 31, 2021
Retain one copy for the school files.**

2020-2021 RESOLUTION FOR MEMBERSHIP

This page must be completed once for each school in the district.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Please complete and return this form with your school's 2021-2022 Resolution for Membership. If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

South St. Paul High School

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Chris Walker

(Designated School Board Member – please print)

Chad Sexauer

(Designated School Representative – please print)

chris.walker@sspps.org

Email Address

csexauer@sspps.org

Email Address

208.02 ACTIVITY REPRESENTATIVES

Chad Sexauer

(Boys' Sports – please print)

Chad Sexauer

(Girls' Sports – please print)

Chad Sexauer

(Speech – please print)

Chad Sexauer

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Chris Walker

(Board Member—please print)

N/A

(Student—please print)

N/A

(Parent—please print)

N/A

(Faculty Member—please print)

Chad Sexauer (700 – 2nd Street North, South St. Paul, MN 55075)

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.