



South St. Paul School Board Meeting
Monday, April 22, 2024 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, April 22, 2024 | |
| B. Work Session and Regular Meeting Minutes, February 26, 2024 | 4 |
| C. Work Session and Regular Meeting Minutes, March 25, 2024 | 9 |
| D. Work Session Minutes, April 8, 2024 | 14 |

III. QUALITY-IN-ACTION and REPORTS

- | | |
|---|----|
| A. Quality-in-Action: Exciting changes are on the horizon for SSPPS as we embark on a transformative journey towards our new academic model. Executive Director of Educational Services Amy Winter will highlight our Pathway to Packer Promise which is creating opportunities for our students to explore, engage and gives them choice in their academic pathway. | |
| B. Report: Chair John Raasch will highlight the Public Listening Session submissions. (J. Raasch) | 17 |
| C. Report: School Board members will highlight items from the Board's Work Sessions. (Board) | 18 |
| D. Report: Superintendent Zambreno will provide highlights from around the District. (B. Zambreno) | 19 |

IV. CONSENT ITEMS

- | | |
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| B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves | 28 |
| C. 2024-25 Revised School Calendar | 32 |
| D. Revised 2024 Board Committee and Liaison Assignments | 34 |

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3.	#415 - Mandated Reporting of Maltreatment of Vulnerable Adults	54
4.	#427 - Workload Limits for Certain Special Education Teachers	59
5.	#608 - Instructional Services - Special Education	61
6.	#615 - Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation, and LEP Students	63
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8.	#902 - Use of School District Facilities and Equipment	75
B.	Policies Under Review for their First of Three Readings:	91
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2.	#404 - Employee Background Checks	96
3.	#413 - Harassment and Violence	100
4.	#613 - Graduation Requirements	114
5.	#706 - Acceptance of Gifts	121
VI.	BUSINESS ITEMS	
A.	Approval, for the South St. Paul School Board to approve the Resolution Relating to the Non-Renewal of Limited Contract/Long-Term Substitute Teachers. (J. Milteer)	122
B.	Approval, for the South St. Paul School Board to approve the Resolution Relating to the Non-Renewal of Probationary Teachers. (J. Milteer)	124
C.	Approval, for the South St. Paul School Board to approve the Resolution for Discontinuance of Positions and/or Programs. (J. Milteer)	126
D.	Approval, for the South St. Paul School Board to approve the agreement with the South St. Paul Principals' Association Local Collective Bargaining Agreement, for the contract period of July 1, 2023 to June 30, 2025. (J. Milteer)	128

- E. Approval, for the South St. Paul School Board to approve the
Acceptance of Gifts Report. (B. Hoffman)

129

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. ADJOURNMENT

SOUTH ST. PAUL PUBLIC SCHOOLS

Special School District No. 6

Work Session Minutes - February 26, 2024

The School Board Work Session for South St. Paul Public Schools, Special School District 6, was held in the City Hall Conference Room on Monday, February 26, 2024. Chair John Raasch called the meeting to order at 5:00 PM with seven Board members present: Claflin, T. Felton, W. Felton, Humann, Laliberte, Raasch, and Weber. Superintendent Dr. Brian Zambreno and several staff members were also present.

Proposed 2024-25 School Calendar

Executive Director Amy Winter reviewed the proposed 2024-25 school calendar. A Calendar Advisory Committee, consisting of staff and families, met over the course of several months to review and discuss the calendar priorities and the pros and cons of various components within the school calendar. The 2024-25 calendar recommendation aligns with parameters set forth by the School Board in the Calendar Guiding Change document.

2024 Revised Board Meeting Calendar

Earlier this year the Board engaged in a comprehensive review of their meeting structure. The Board reached consensus to transition from the current structure of two business meetings and two committee-of-the-whole meetings per month to one business meeting and two work sessions per month. Board members reviewed the revised 2024 board meeting schedule that will go before them for approval this evening.

District Holidays

The District is proposing a change to the District's holiday schedule effective with the start of the 2024-25 school year. Currently, the District has eleven (11) holidays on the district calendar with December 24th only being listed as a holiday when the date falls on a weekday, Monday through Friday, and not being a holiday when the date falls on a weekend day.

The District is proposing the board approve December 24 as an ongoing holiday on the district calendar, effective with the start of the 2024-25 school year, with the date being recognized on the preceding Friday when the date falls on a Saturday, or the following Monday, when the date falls on a Sunday.

Budget Review

Finance Director Brady Hoffman provided the Board with a 2024-25 budget update that encompassed the fiscal cliff reality facing school districts, legislative session impacts, enrollment, class size norms and the impact on staffing due to declining enrollment.

Board Committee Updates

Board members provided updates on the various committees in which they serve.

Adjourn

The South St. Paul School Board adjourned their February 26, 2024 work session at 5:48 PM

Official Board Minutes are available in the
District Office at 104 - 5th Ave. S. - South St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education

SOUTH ST. PAUL PUBLIC SCHOOLS

Special School District No. 6

SCHOOL BOARD MEETING MINUTES - FEBRUARY 26, 2024

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, February 26, 2024. Chair John Raasch called the meeting to order at 6:00 PM with seven Board members present for roll call: Claflin, T. Felton, W. Felton, Humann, Laliberte, Raasch, and Weber. Superintendent Dr. Brian Zambreno and several staff and community members were also present.

PLEDGE OF ALLEGIANCE

The pledge of allegiance was recited.

MINUTES

By Director Humann

Seconded by Director Laliberte

That the South St. Paul School Board approves the February 26, 2024, School Board meeting agenda as well as minutes from the February 12, 2024, committee-of-the-whole and regular meetings, and the January 17th, 2024, work session.

Motion carried (7-0)

QUALITY-IN-ACTION AND REPORTS

Quality-in-Action - SSP Wrestling Coach Don Nihart was recognized and congratulated for achieving a milestone of 350 wins as the coach. SSP Varsity Girls Hockey Coach Dave Palmquist was recognized and congratulated on achieving a milestone of 600 wins and being the one and only head coach of the team

Quality-in-Action - Middle School Principal, Leah Bourg and students presented fun and exciting work that has been happening in the school this year. The sixth graders, Story Ark & Swimming Unit. The seventh graders had a Staff vs. Student basketball game. The eighth graders share about digital storytelling.

Public Listening Session Report - There were no public listening session submissions this evening.

Committee-of-the-Whole Report - Highlights were provided of the School Board's discussion at their committee-of-the-whole meeting this evening. Items discussed were the school calendar, district holidays, school board meeting structure, and a budget update.

Superintendent Report - Superintendent Zambreno provided highlights from around the district.

CONSENT ITEMS

By Director Humann

Seconded by Director Claflin

A. Financial Claims - Bills Payable

B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves

Motion Carried (7-0)

BUSINESS ITEMS

By Director Humann

Seconded by Director Weber

Approval, for the South St. Paul School Board to accept the American Indian Parent Advisory Committee's (AIPAC's) vote of non-concurrence.

Motion carried (7-0)

By Director Weber

Seconded by Director Humann

Approval, for the South St. Paul School Board to approve the 2024-2025 School Calendar with the following revisions:

1) September 3, 2024 will be the first day of school for students in grades 1-5, 6, 9, and 12

2) September 4, 2024 will be the first day of school for students in grades Kindergarten, 7-8, and 10-11

Motion carried (7-0)

By Director Laliberte

Seconded by Director Humann

Approval, for the South St. Paul School Board to approve the District Holidays.

Motion carried (7-0)

By Director Humann

Seconded by Director Claflin

Approval, for the South St. Paul School Board to approve the Revised 2024 School Board Meeting Schedule.

Motion carried (7-0)

INFORMATIONAL ITEMS

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

ADJOURN

By Director W. Felton

Seconded by Director Claflin

Approval, for the South St. Paul School Board to adjourn the February 26, 2024, meeting at 7:05 PM.

Motion carried (7-0)

Official Board Minutes are available in the
District Office at 104 - 5th Ave. S. - South St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education



SOUTH ST. PAUL PUBLIC SCHOOLS

Special School District No. 6

Work Session - March 25, 2024

The School Board Work Session for South St. Paul Public Schools, Special School District 6, was held in the City Hall Conference Room on Monday, March 25, 2024. Chair John Raasch called the meeting to order at 5:00 PM with six Board members present: Claflin, W. Felton, Humann, Laliberte, Raasch, and Weber. Director T. Felton was absent. Superintendent Brian Zambreno and several staff members were also present.

Human Resources

Discontinuing and Reducing Positions: Human Resource Director Joel Milteer provided an overview of the Discontinuing and Reducing Positions resolution that will go before them for approval this evening. The resolution aims to realign staffing in response to the ongoing decline in enrollment within the district. Director Milteer shared the necessity of adjusting staffing levels in accordance with projected enrollment figures.

As discussions progress regarding the academic and staffing plan for the upcoming school year, it was noted that there may be a need for further reductions. If needed, these potential adjustments would be brought before the Board later in the spring to ensure that the district remains fiscally prudent while upholding low class sizes for students.

Executive Director of Educational Services Amy Winter led a discussion on potential changes to specialist offerings at the elementary level, as the district approaches the sunset of the IB Primary Years Program. Director Winter outlined feedback gathered from the Academic Advisory Committee, which highlighted a preference among families for science offerings over world language instruction at the elementary sites. District and school leaders are currently evaluating different scenarios for the 2024-25 school year in response to this feedback.

Resolution Relating to the Non-Renewal of Probationary Teachers: Each year, the district must release a number of probationary teachers for various reasons, including student driven scheduling, changes in enrollment levels, budget reductions, curriculum changes, licensure issues, mid-year replacements, and performance issues. The resolution for the Non-Renewal of Probationary Teacher, effective at the end of the 2023-24 school year, will go before the Board for approval this evening.

School Board

Committee Updates - Board members provided updates from the various committees in which they serve.

Board Evaluation- Chair Raasch provided an update on the ongoing development of the board evaluation tool, which is being customized to better suit the unique needs of our district. Utilizing the framework designed by TeamWorks as a foundation, Chair Raasch is in the process of refining the tool to align closely with our district's objectives and priorities.

During the meeting, board members were encouraged to contribute their input to Chair Raasch over the next few weeks. Their insights and suggestions will be instrumental in shaping the final version of the evaluation tool. This collaborative approach ensures that the tool accurately reflects the board's collective vision and expectations.

Once completed, the evaluation tool will serve as a valuable resource in guiding the board towards greater effectiveness. It will provide a structured framework for self-assessment and continuous improvement, helping the board to fulfill its responsibilities and achieve its goals more effectively.

Adjourn

The South St. Paul School Board adjourned their March 25, 2024 work session at 5:53 PM.

Official Board Minutes are available in the
District Office at 104 - 5th Ave. S. - South St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education

SOUTH ST. PAUL PUBLIC SCHOOLS

Special School District No. 6

March 25, 2024

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, March 25, 2024. Chair John Raasch called the meeting to order at 6:00 PM with six Board members present for roll call: Claflin, W. Felton, Humann, Laliberte, Raasch, and Weber. Director T. Felton was absent. Superintendent Brian Zambreno and several staff and community members were also present.

PLEDGE OF ALLEGIANCE

The pledge of allegiance was recited.

MINUTES

By Director Humann

Seconded by Director Claflin

That the South St. Paul School Board approves the March 25, 2024, School Board meeting agenda as well as minutes from the March 11, 2024, work session.

Motion carried (6-0)

QUALITY-IN-ACTION AND REPORTS

Quality-in-Action - The nutrition services team highlighted how they are working to bring more global flavors to the breakfast and lunchroom tables. They also shared how they are bringing student voice into the menu options and breakfast and lunch experiences at each of our sites.

Public Listening Session Report - There were no public listening session submissions this evening.

Work Session Update - Vice Chair Anne Claflin highlighted the discussion points from their March 11 work session and this evening's worksession. Items discussed were FY 25 and FY 25 budget and staffing updates, long-term facility planning, and board committee assignment meeting schedules and updates.

Superintendent Report - Superintendent Zambreno provided highlights from around the district.

CONSENT ITEMS

By Director Felton

Seconded by Director Weber

A. Financial Claims - Bills Payable

B. Staffing: Appointments, Resignations, Transfers, Retirements, Abolishments, and Leaves

C. 2024-25 District Holiday Schedule

Motion Carried (6-0)

POLICY REVIEW

The following policies were under review for their first of three readings: #307, #403, #414, #415, #608, #615, #621, and #902.

BUSINESS ITEMS

By Director Humann

Seconded by Director Claflin

Approval, for the South St. Paul School Board to approve the Resolution for Discontinuing and Reducing Positions.

Motion carried 6 yeas - Humann, Weber, W. Felton, Claflin, Laliberte, and Raasch
0 nays

By Director Laliberte

Seconded by Director Felton

Approval, for the South St. Paul School Board to approve the Resolution Relating to the Non-Renewal of Probationary Teachers

Motion carried 6 yeas - Humann, Weber, W. Felton, Claflin, Laliberte, and Raasch
0 nays

By Director Humann

Seconded by Director Weber

Approval, for the South St. Paul School Board to approve the Acceptance of Gifts Resolution.

Motion carried 6 yeas - Laliberte, Humann, Weber, W. Felton, Claflin, and Raasch
0 nays

INFORMATIONAL ITEMS

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

ADJOURN

By Director Laliberte

Seconded by Director Weber

Approval, for the South St. Paul School Board to adjourn the March 25, 2024, meeting at 6:52 PM.

Motion carried (6-0)

Official Board Minutes are available in the
District Office at 104 - 5th Ave. S. - South St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education

SOUTH ST. PAUL PUBLIC SCHOOLS

Special School District No. 6

Work Session - April 8, 2024

The School Board Work Session for South St. Paul Public Schools, Special School District 6, was held in the District Office Conference Room on Monday, April 8, 2024. Chair John Raasch called the meeting to order at 5:00 PM with six Board members present: Claflin, T. Felton, W. Felton, Humann, Raasch, and Weber. Several staff members were also present. Director Laliberte and Superintendent Zambreno were absent.

Human Resources

Non-Renewal of Probationary Teachers: Each year, we must release a number of probationary teachers for various reasons, including student driven scheduling, changes in enrollment, budget reductions, curriculum changes, licensure issues, mid-year placements, and performance issues. Human Resource Director Joel Milteer reviewed a resolution that terminates the contract of one probationary teacher at the end of the 2023-24 school year. This resolution will go before the School Board for approval on April 22.

Non-Renewal of Limited Contract/Long-Term Substitute Teachers: In compliance with Minnesota statutes, we are required to terminate the teaching contracts of the District's long-term/limited contract substitute teachers at the end of each school year. A long-term substitute by definition is one who worked all or part of the school year replacing a specific teacher who has return rights to his or her position. The contracts of the long-term substitutes must be terminated at the end of the school year. Failure to terminate these contracts could result in the district allocating two teachers in each affected position as the regular teachers exercise their right to return from leave. Director Milteer reviewed the resolution that will go before the Board for approval on April 22.

2024-25 Academic and Staffing Update: Director Milteer walked the Board through next staffing steps with the Board's February 26 conversation on the discontinuance of Spanish at the elementary level. In addition, the release of the K-12 Instructional Coordinator and restructure of that job description to meet the needs of the READ act was also discussed. These staffing impacts will go before the Board for approval on April 22.

Educational Services

American Indian Parent Advisory Committee (AIPAC) Non-Concurrence Response: Amy Winter, Executive Director of Educational Services walked the Board through the draft response to the AIPAC vote of non-concurrence. The response outlined each individual request and commitments and action steps moving forward. Director Winter engaged with the Board to capture their voice and direction in the response. The draft response will go before the Board for approval on April 22.

Department Update

Cabinet members provided updates and engaged in conversation with the Board for each of their respective departments.

Stakeholder Comments to the Board

The Board Work Session was temporarily recessed at 6:22 PM for the Stakeholder Comments to the Board Session.

There were no attendees or submissions for the Stakeholder Comments to the Board. The session adjourned at 6:35 PM.

The Board Work Session reconvened at 6:36 PM.

Policy Review

Chair Raasch reviewed the policies that were on the agenda for the second of three readings.

School Board

Board Evaluation Tool: Chair Raasch walked the Board through the components of a high level Board evaluation. A link to the electronic version, which asks Board members to evaluate the work and focus of the Board as a whole, will be shared with Board members later this evening. Board members are asked to complete the evaluation by the end of the following week. Chair Raasch will compile this information and bring it back for discussion with the Board. The results may also be used as the Board explores a more formal evaluation tool.

Public Relations and Community Engagement: Chair Raasch and Board members discussed a variety of ways the Board can engage with stakeholders this spring. Chair Raasch also shared an idea to organize information sessions for community members interested in running for one of the three School Board seats up for election this fall. The information sessions would be with two to three board members at a time as not to create a quorum.

Board Committee Assignments/Schedule and Other Board Work

Board Members engaged in conversation regarding the 2024 Board Committee Assignments and Meeting/Committee schedule. Director Laliberte will be replacing Director Humann on the Superintendent Executive committee. This committee will meet on an as needed basis with no recurring meeting schedule. The Board Finance Committee will shift to monthly meetings on the second Monday of each month at 4:00 PM. The Board Policy Committee will move to quarterly meetings on the first Monday of each month at 5:00 PM.

Board Committee Updates

Board members provided updates on the various committees in which they serve.

Closed Session and Adjournment

By Director Weber

Seconded by Director Claflin

Approval, for the South St. Paul School Board to move into a Closed session at 7:04 PM per the Open Meeting Law (Minn. Stat. 13D.03) for principal negotiations.

Motion carried (6-0)

By Director Weber

Seconded by Director Humann

Approval, for the South St. Paul School Board to open the closed session and adjourn the April 8, 2024 work session at 7:35 PM.

Official Board Minutes are available in the
District Office at 104 - 5th Ave. S. - South St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Place on Agenda: Regular Meeting Reports

Action Requested: None

Attachment: None

Topic: School Board Listening Session Report

Presenter(s): Board Chair

Background:

At the committee-of-the-whole and regular business meetings, the Board Chair will provide an overview of the listening session submissions.

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.
- **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

Place on Agenda: Reports

Action Requested: None

Attachment: None

Topic: Committee-of-the-Whole Meeting Update
Presenter(s): Board
Background: School Board members will highlight items from the committee-of-the-whole meeting.
Recommendation: N/A
Alternatives: N/A



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Place on Agenda: Reports

Action Requested: None

Attachment: None

Topic: Superintendent's Update
Presenter(s): Dr. Brian Zambreno, Superintendent
Background: Superintendent Zambreno will provide highlights from around the District.
Recommendation: N/A
Alternatives: N/A



Meeting Date: April 22, 2024

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: Administration recommends the approval of the attached financial statement.
Alternatives: N/A

CHECK CHE		CHECK		
NUMBER	TYP	AMOUNT	DATE	VENDOR
205442	R	177.22	03/28/2024	AMAZON CAPITAL SERVICES
205443	R	475.00	03/28/2024	BOND TRUST SERVICES CORPORATION
205444	R	333.81	03/28/2024	CANON FINANCIAL SERVICES
205445	R	426.36	03/28/2024	CHILD SUPPORT SERVICES DIVISION
205446	R	10,848.34	03/28/2024	CITY OF SOUTH ST PAUL
205447	R	17.64	03/28/2024	CLASSEN, GLORIA
205448	R	300.00	03/28/2024	COMPLETE WEDDINGS + EVENTS
205449	R	256.00	03/28/2024	CONQUER NINJA GYMS
205450	R	448.54	03/28/2024	DS ERICKSON & ASSOCIATES PLLC
205451	R	2,993.90	03/28/2024	LINK INTERPRET
205452	R	438.50	03/28/2024	LOCAL #70
205453	R	1,685.00	03/28/2024	LORENZ RECOGNITION
205454	R	1,515.23	03/28/2024	MINNESOTA CHILD SUPPORT PAYMENT CENTER
205455	R	1,838.60	03/28/2024	MUSKEGON HEIGHTS SOLAR LLC
205456	R	96.00	03/28/2024	NCPERS GROUP LIFE INS
205457	R	205.75	03/28/2024	OFFICE AND PROF EMPLOYEES UNION
205458	R	4.25	03/28/2024	PIEKARSKI, DIAN
205459	R	45.18	03/28/2024	QUILL CORPORATION
205460	R	12,930.69	03/28/2024	SOUTH ST PAUL TEACHER'S ASSOCIATION
205461	R	5.00	03/28/2024	SOUTH ST PAUL OPEN FOUNDATION
205462	R	60.00	03/28/2024	SOUTH ST PAUL EDUCATION FOUNDATION
205463	R	972.22	03/28/2024	SSP EASRP
205464	R	30.91	03/28/2024	STACK-JOHNSON, SUE
205465	S	9,544.57	03/28/2024	STANDARD INSURANCE COMPANY
205466	S	9,564.86	03/28/2024	STANDARD INSURANCE COMPANY
205467	R	6,072.87	03/28/2024	TRANSPORTATION & DELIVERY INC
205468	R	7,880.89	03/28/2024	XCEL ENERGY
205469	R	166,132.76	03/28/2024	IND SCHOOL DISTRICT 197/COMMUNITY ED
205470	R	56,043.02	03/28/2024	IND SCHOOL DISTRICT 199/COMMUNITY ED
205471	R	9,350.00	04/05/2024	A+ DRIVING SCHOOL
205472	R	3,476.22	04/05/2024	ALLSTREAM
205473	R	39.96	04/05/2024	AMAZON CAPITAL SERVICES
205474	R	4,390.15	04/05/2024	ARVIG
205475	R	750.00	04/05/2024	BACKUPIFY
205476	R	126.00	04/05/2024	BAXTER, ROBIN
205477	R	6,839.33	04/05/2024	BEVSO
205478	R	1,123.60	04/05/2024	BIMBO BAKERIES USA
205479	R	2,135.32	04/05/2024	BIX PRODUCE COMPANY
205480	R	390.56	04/05/2024	BLICK ART MATERIALS
205481	R	3,261.58	04/05/2024	CANON FINANCIAL SERVICES
205482	R	149.99	04/05/2024	CATALYST SOURCING SOLUTIONS
205483	R	1,298.29	04/05/2024	CINTAS
205484	R	166.80	04/05/2024	COMPUTER INTEGRATION TECHNOLOGIES
205485	R	384.00	04/05/2024	CONQUER NINJA GYMS
205486	R	52.95	04/05/2024	CULLIGAN-MILBERT COMPANY
205487	R	415.17	04/05/2024	EDUCATORS BENEFIT CONSULTANTS LLC
205488	R	1,885.00	04/05/2024	EPIC SPECIAL EDUCATION STAFFING
205489	R	275.00	04/05/2024	GROTH MUSIC CO
205490	R	418.50	04/05/2024	HEUER PUBLISHING LLC
205490	V	-418.50	04/05/2024	HEUER PUBLISHING LLC
205491	R	976.00	04/05/2024	LENCOWSKI, LORI
205492	R	875.00	04/05/2024	LIBRARYPASS
205493	R	8,955.50	04/05/2024	MAXIM HEALTHCARE STAFFING SERVICES
205494	R	15,975.00	04/05/2024	MEDICINE LAKE TOURS
205495	R	210.00	04/05/2024	MN SCHOOL BOARDS ASSOCIATION
205496	R	2,844.94	04/05/2024	MUSKEGON HEIGHTS SOLAR LLC

CHECK CHE		CHECK		
NUMBER	TYP	AMOUNT	DATE	VENDOR
205497	R	24,552.32	04/05/2024	NORTHLINE TRANSPORTATION
205498	R	503.50	04/05/2024	PITNEY BOWES INC PURCHASE POWER
205499	R	330.26	04/05/2024	PLUNKETT'S PEST CONTROL
205500	R	650.00	04/05/2024	PROCARE THERAPY
205501	R	132.50	04/05/2024	RATWIK, ROSZAK & MALONEY PA
205502	R	7,500.00	04/05/2024	RED LINE CLUB
205503	R	388.42	04/05/2024	SCHOLASTIC BOOK FAIRS
205504	R	17.07	04/05/2024	SCHOOL SPECIALTY LLC
205505	R	13,229.62	04/05/2024	SOLIANT HEALTH
205506	R	21,870.50	04/05/2024	SUNBELT STAFFING
205507	R	1,987.94	04/05/2024	T-MOBILE
205508	R	48,888.32	04/05/2024	TEACHERS ON CALL
205509	R	68,939.13	04/05/2024	TRANSPORTATION & DELIVERY INC
205510	R	1,934.78	04/05/2024	TRIO SUPPLY CO
205511	R	2,770.00	04/05/2024	TRW
205512	R	19,561.86	04/05/2024	UPPER LAKES FOODS
205513	R	59.53	04/05/2024	WENGER CORPORATION
205514	R	54.94	04/12/2024	ACE HARDWARE & PAINT
205515	R	1,522.83	04/12/2024	AMAZON CAPITAL SERVICES
205516	R	319.20	04/12/2024	AVANT ASSESSMENT LLC
205517	R	180.00	04/12/2024	BRIDGEPOINT GLASS
205518	R	1,616.90	04/12/2024	BUILDING CONTROLS GROUP
205519	R	420.60	04/12/2024	CAPITAL ONE TRADE CREDIT
205520	R	426.36	04/12/2024	CHILD SUPPORT SERVICES DIVISION
205521	R	74.07	04/12/2024	CINTAS
205522	R	1,201.56	04/12/2024	CINTAS
205523	R	7,670.53	04/12/2024	CITY OF SOUTH ST PAUL - UTILITIES
205524	R	14,797.56	04/12/2024	CITY OF SOUTH ST PAUL
205525	R	29.75	04/12/2024	CLASSEN, GLORIA
205526	R	113.21	04/12/2024	CULLIGAN-MILBERT COMPANY
205527	R	95.69	04/12/2024	DE SANTIAGO, EDITH
205528	R	625.00	04/12/2024	DEWALD, RINA
205529	R	445.50	04/12/2024	DS ERICKSON & ASSOCIATES PLLC
205530	R	5,500.00	04/12/2024	EQUITY ELEPHANT CONSULTING LLC
205531	R	1,500.00	04/12/2024	ESSAY, KENNETH
205532	R	400.00	04/12/2024	FARMINGTON GYMNASTICS & CHEER
205533	R	1,300.00	04/12/2024	FIELD ENVIROMENTAL CONSULTING
205534	R	681.79	04/12/2024	FIRST SUPPLY LLC - TWIN CITIES
205535	R	134.70	04/12/2024	GENERAL PARTS INC
205536	R	117.14	04/12/2024	GERTEN GREENHOUSES & GARDEN CENTER
205537	R	137.00	04/12/2024	GLOBE PRINTING & OFFICE SUPPLIES
205538	R	178.93	04/12/2024	GRAINGER INC
205539	R	474.05	04/12/2024	GRAYBAR
205540	R	7,020.00	04/12/2024	GREAT MINDS PBC
205541	R	977.50	04/12/2024	HAWKEYE BUILDING AUTOMATION
205542	R	1,747.24	04/12/2024	HORIZON COMMERCIAL POOL SUPPLY
205543	R	260.00	04/12/2024	HUDSON HIGH SCHOOL
205544	R	220,971.55	04/12/2024	IND SCHOOL DISTRICT 197/COMMUNITY ED
205545	R	64,830.27	04/12/2024	IND SCHOOL DISTRICT 199/COMMUNITY ED
205546	R	450.00	04/12/2024	INFINITE HEALTH COLLABORATIVE
205547	R	15,799.00	04/12/2024	INNOVATIVE SURFACES
205548	R	62.00	04/12/2024	INTERMEDIATE DISTRICT #917
205549	R	5,808.00	04/12/2024	KRECH IRON WORKS
205550	R	15.85	04/12/2024	KUEHN, KIMBERLY
205551	R	500.00	04/12/2024	LEGIONVILLE
205552	R	5.95	04/12/2024	LEMAY, MONICA

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NUMBER	TYP	AMOUNT	DATE	VENDOR
205553	R	199.73	04/12/2024	LEPPLA, MIN
205554	R	2,182.78	04/12/2024	LINK INTERPRET
205555	R	438.50	04/12/2024	LOCAL #70
205556	R	340.02	04/12/2024	MAC ENTERPRISES LLC
205557	R	466.79	04/12/2024	MARK'S PLUMBING PARTS
205558	R	382.45	04/12/2024	MCMASTER-CARR SUPPLY COMPANY
205559	R	260.00	04/12/2024	MDE - MCIS
205560	R	2,880.00	04/12/2024	MERIDIAN CONSULTING/DAVID SLOMKOWSKI
205561	R	1,515.23	04/12/2024	MINNESOTA CHILD SUPPORT PAYMENT CENTER
205562	R	60.00	04/12/2024	MN SCHOOL BOARDS ASSOCIATION
205563	R	70.00	04/12/2024	MSHSL REGION 4AA
205564	R	424.00	04/12/2024	NAC
205565	R	4,882.93	04/12/2024	NETWORK SERVICES COMPANY
205566	R	220.00	04/12/2024	NEW WAY HYPNOSIS CLINIC INC
205567	R	6,280.62	04/12/2024	NITTI SANITATION
205568	R	5,642.00	04/12/2024	NORTHLINE TRANSPORTATION
205569	R	205.75	04/12/2024	OFFICE AND PROF EMPLOYEES UNION
205570	R	65.27	04/12/2024	OXYGEN SERVICE CO INC
205571	R	21.25	04/12/2024	PIEKARSKI, DIAN
205572	R	2,315.66	04/12/2024	RATZ, KIM
205573	R	77,372.59	04/12/2024	SAFEGWAY BUS COMPANY
205574	R	832.00	04/12/2024	SOLIANT HEALTH
205575	R	12,930.69	04/12/2024	SOUTH ST PAUL TEACHER'S ASSOCIATION
205576	R	5.00	04/12/2024	SOUTH ST PAUL OPEN FOUNDATION
205577	R	60.00	04/12/2024	SOUTH ST PAUL EDUCATION FOUNDATION
205578	R	972.22	04/12/2024	SSP EASRP
205579	R	230.66	04/12/2024	STACK-JOHNSON, SUE
205580	R	437.08	04/12/2024	STATE SUPPLY COMPANY INC
205581	R	1,750.00	04/12/2024	SUNBELT STAFFING
205582	R	450.00	04/12/2024	TOAY, GRETCHEN
205583	R	10,880.51	04/12/2024	TWIN CITY JANITOR SUPPLY INC
205584	R	181.92	04/12/2024	UNITED REFRIGERATION INC
205585	R	3,750.00	04/12/2024	US BANK STADIUM
205586	R	3,850.00	04/12/2024	WISE, LEE ANN
205587	R	14,889.78	04/12/2024	XCEL ENERGY
205588	R	940.50	04/18/2024	ABC RENTALS
205589	R	613.79	04/18/2024	ADVANCED SPORTSWEAR LLC
205590	R	969.90	04/18/2024	AMAZON CAPITAL SERVICES
205591	R	916.50	04/18/2024	AMERICAS FUN SCIENCE
205592	R	85.00	04/18/2024	ANDERSON, ANTHONY
205593	R	20.80	04/18/2024	ANDERADE, PAULINA
205594	R	774.50	04/18/2024	APPAREL LAB
205595	R	65.00	04/18/2024	CITICARGO & STORAGE
205596	R	3,248.88	04/18/2024	CONTINENTAL CLAY CO
205597	R	2,019.02	04/18/2024	FUN JUMPS ENTERTAINMENT
205598	R	720.00	04/18/2024	GUTZMAN, DEB
205599	R	560.00	04/18/2024	HOFFMANN, LINDA
205600	R	155.00	04/18/2024	HUEBNER, DAVID
205601	R	85.00	04/18/2024	HUGHES, MICHAEL
205602	R	30.88	04/18/2024	INNOVATIVE OFFICE SOLUTIONS LLC
205603	R	77.00	04/18/2024	JOHNSON, KEITH
205604	R	5,152.00	04/18/2024	JOSTENS
205605	R	85.00	04/18/2024	JUNCO, WILLIAM
205606	R	99.00	04/18/2024	LEXIA LEARNING SYSTEM
205607	R	3,180.00	04/18/2024	LINDENMEYR MUNROE
205608	R	11,389.35	04/18/2024	LOFFLER COMPANIES

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NUMBER	TYP	AMOUNT	DATE	VENDOR
205609	R	85.00	04/18/2024	LOSKOTA, DAVID
205610	R	575.00	04/18/2024	MASPA/STATE NEGOTIATORS
205611	R	85.00	04/18/2024	MAUER, BRIAN
205612	R	100.00	04/18/2024	MCCABE, MOLLY
205613	R	1,772.54	04/18/2024	NETWORK SERVICES COMPANY
205614	R	40.00	04/18/2024	NOVAK, JANICE
205615	R	250.00	04/18/2024	OVERELL, STEPHANIE
205616	R	956.32	04/18/2024	PITNEY BOWES INC PURCHASE POWER
205617	R	143.04	04/18/2024	PLUNKETT'S PEST CONTROL
205618	R	1,625.00	04/18/2024	PROCARE THERAPY
205619	R	4,995.00	04/18/2024	REGION 3AA
205620	R	2,345.00	04/18/2024	REGION 4AA
205621	R	77.00	04/18/2024	RUIZ, ANTHONY JR
205622	R	388.40	04/18/2024	SCHOOL SPECIALTY LLC
205623	R	3,950.00	04/18/2024	SHI INTERNATIONAL CORP
205624	R	6,618.90	04/18/2024	SOLIANT HEALTH
205625	R	16,666.68	04/18/2024	SOUTH ST PAUL EDUCATION FOUNDATION
205626	R	2,200.00	04/18/2024	SPARK PATH
205627	R	45.25	04/18/2024	ST PAUL PIONEER PRESS
205628	R	1,028.00	04/18/2024	STRAUSS SKATES & BICYCLES
205629	R	9,847.25	04/18/2024	SUNBELT STAFFING
205630	R	541.08	04/18/2024	TEAMWORKS INTERNATIONAL INC
205631	R	100.00	04/18/2024	TOAY, GRETCHEN
205632	R	42,083.94	04/18/2024	UPPER LAKES FOODS
205633	R	77.00	04/18/2024	WALTON, AARON
202300487	W	56,189.39	03/04/2024	HEALTH PARTNERS
202300488	W	82,796.93	03/11/2024	HEALTH PARTNERS
202300489	W	78,073.48	03/18/2024	HEALTH PARTNERS
202300490	W	168,753.18	03/25/2024	HEALTH PARTNERS
202300491	W	45,641.95	03/29/2024	MINNESOTA PAYROLL TAXES
202300492	W	274,079.75	03/29/2024	FEDERAL PAYROLL TAXES
202300493	W	703.76	03/29/2024	MN DEPT OF REVENUE
202300494	W	44,548.98	03/29/2024	PERA
202300495	W	54,237.61	03/29/2024	TSA/ACH DEDUCTION
202300496	W	148,429.75	03/29/2024	TEACHER RETIREMENT ASSOCIATION
202300497	W	0.00	03/29/2024	MINNESOTA PAYROLL TAXES
202300498	W	21.84	03/29/2024	FEDERAL PAYROLL TAXES
202300499	W	0.00	03/29/2024	MINNESOTA PAYROLL TAXES
202300500	W	0.00	03/29/2024	FEDERAL PAYROLL TAXES
202300501	W	17,903.14	03/31/2024	MEDSURETY
202300502	W	368,178.33	03/25/2024	US BANK
202300503	W	45,789.45	04/15/2024	MINNESOTA PAYROLL TAXES
202300504	W	273,888.48	04/15/2024	FEDERAL PAYROLL TAXES
202300505	W	703.76	04/15/2024	MN DEPT OF REVENUE
202300506	W	46,777.65	04/15/2024	PERA
202300507	W	55,287.68	04/15/2024	TSA/ACH DEDUCTION
202300508	W	147,089.12	04/15/2024	TEACHER RETIREMENT ASSOCIATION
202300509	W	0.00	04/15/2024	MINNESOTA PAYROLL TAXES
202300510	W	0.00	04/15/2024	FEDERAL PAYROLL TAXES
202300511	W	396.00	03/18/2024	HEALTH PARTNERS
202300512	W	6,071.08	04/15/2024	MN UNEMPLOYMENT
202300513	W	166,593.91	04/01/2024	HEALTH PARTNERS
202300514	W	129,721.46	04/08/2024	HEALTH PARTNERS
202300515	W	131,718.50	04/15/2024	HEALTH PARTNERS
202300516	W	89,480.84	03/01/2024	HEALTH PARTNERS
232400456	A	90.00	03/28/2024	AHSENMACHER WINTER, AMY

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NUMBER	TYP	AMOUNT	DATE	VENDOR
232400457	A	90.00	03/28/2024	ANDERSON, CHAD
232400458	A	90.00	03/28/2024	BARTER, ANDREW
232400459	A	90.00	03/28/2024	BAUER, MEREDITH
232400460	A	90.00	03/28/2024	BERCHTOLD, JAMIE
232400461	A	90.00	03/28/2024	BOURG, LEAH
232400462	A	90.00	03/28/2024	BRANDECKER, LISA
232400463	A	90.00	03/28/2024	BRETOI, TERRENCE
232400464	A	90.00	03/28/2024	BURCKHARDT, CANDACE
232400465	A	90.00	03/28/2024	CHILDS, DANETTE
232400466	A	2,549.79	03/28/2024	ELLIOTT, STACY
232400467	A	90.00	03/28/2024	FENTON, MARK
232400468	A	90.00	03/28/2024	GAMEZ, LESLY
232400469	A	90.00	03/28/2024	HANSEN, JODY
232400470	A	90.00	03/28/2024	HOFFMAN, BRADY
232400471	A	616.68	03/28/2024	HOLSEN, ERIC
232400472	A	45.00	03/28/2024	JACOBS-BUSE, LINDA
232400473	A	90.00	03/28/2024	KRUEGER, BRADY
232400474	A	45.00	03/28/2024	LENTSCH, PETER
232400475	A	45.00	03/28/2024	LOUGH, LAWRENCE
232400476	A	90.00	03/28/2024	MILTEER, JOEL
232400477	A	90.00	03/28/2024	MOSES, CHRISTINA
232400478	A	90.00	03/28/2024	OCHOCKI, CHARLES
232400479	A	45.00	03/28/2024	OSTER, PATRICK
232400480	A	45.00	03/28/2024	PENMAN, MICHELLE
232400481	A	90.00	03/28/2024	PETERSON, LORI
232400482	A	30.86	03/28/2024	RAMIREZ, JENNA
232400483	A	90.00	03/28/2024	SCHWAB, ROBIN
232400484	A	90.00	03/28/2024	SEXAUER, JENNIFER
232400485	A	90.00	03/28/2024	TAYLOR MINER, MELANEE
232400486	A	45.00	03/28/2024	VANDERBILT, TONY
232400487	A	90.00	03/28/2024	WELLS, TRAVIS
232400488	A	90.00	03/28/2024	ZAMBRENO, BRIAN
232400489	A	90.00	03/28/2024	ZEHNDER, JEAN
232400490	A	84.62	04/12/2024	ANDERSON, CONRAD
232400491	A	23.32	04/12/2024	BECRAFT, BENJAMIN
232400492	A	29.48	04/12/2024	HANLEY, KATHLEEN
232400493	A	418.50	04/12/2024	HOLSEN, ERIC
232400494	A	97.82	04/12/2024	NELSON, FRANKLIN
232400495	A	68.58	04/12/2024	NICHOLSON, SUSAN
232400496	A	160.00	04/12/2024	RIESELNAN, NINA
232400497	A	18.76	04/12/2024	SKELLY, CHRISTOPHER
232400498	A	55.27	04/12/2024	THERRES, HEIDI

3,654,447.54 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	1,120,995.13	14,840.00	482,484.79	1,618,319.92
02	FOOD SERVICE	20,351.01	20.80	78,994.55	99,366.36
04	COMMUNITY EDUCATION	558,911.58	0.00	36,780.81	595,692.39
05	CAPITAL	1,592.92	0.00	426,876.49	428,469.41
07	DEBT RETIREMENT	0.00	0.00	475.00	475.00
20	INTERNAL SERVICE	0.00	0.00	40,581.38	40,581.38
21	MEDICAL	0.00	0.00	863,142.31	863,142.31
50	ACTIVITY ACCOUNT	8,400.77	0.00	0.00	8,400.77
***	Fund Summary Totals ***	1,710,251.41	14,860.80	1,929,335.33	3,654,447.54

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

CHECKRUNS

**March 22, 2024 - April
18, 2024**

FUND	DESCRIPTION	
1	GENERAL	\$ 1,618,319.92
2	FOOD SERVICE	99,366.36
4	COMMUNITY EDUCATION	595,692.39
5	CAPITAL	428,469.41
7	DEBT SERVICE	475.00
20	INTERNAL SERVICE	903,723.69
50	ACTIVITY ACCOUNTS	<u>8,400.77</u>
	TOTAL	\$ 3,654,447.54

PAYROLL

3/29/24 & 4/15/24

Payroll Direct Deposit	900100936-900102022	\$ 1,619,713.32
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SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: April 22, 2024

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 and supplemental staffing as presented.
Alternatives: Amend the motion to remove a certain appointment, resignation, transfer, retirement, abolishment, or leave. Provide administration with directions for next steps.

VII.A.1 Staff Appointments, Resignations, Retirements, Terminations and Leaves (Joel Milteer)

4-22-2024

Certified

A. Appointments/Reassignments

1. Makayla Griffin - .88 FTE, ECFE Teacher, Family Education Center, BA, Step 3, effective April 15, 2024.
2. Zachary Palmquist - 1.0 FTE, MS Health and Physical Education, Secondary, BA, Step 1, effective April 22, 2024.
3. Denise Frederick - Teacher Mentor - 10 hours for 2023-2024 and 20 hours for 2024-2025, Lincoln, effective March 19, 2024
4. Hannah Anderson - 1.0FTE, Autism ASD Special Education Teacher, Kaposia, MA+15, Step 7, effective 2024-25 school year.
5. Dawn Kelly - 1.0FTE, Long Term Sub MS Math, Secondary Location, BA, Step 1, effective April 22, 2024.

2023-2024 ECA

BASEBALL - BOYS

Baseball Freshman Coach	Laska, Lucas	\$2,822.00
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SOFTBALL

Softball Volunteer Coach	Leahy, Jesse	True Volunteer
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TRAP

Trap Team	Mitchell-Peterson, Chad	True Volunteer
Trap Team	Hammarsten, Pat**	True Volunteer
Trap Team	Brandner, Zachary	True Volunteer

THEATER

Summer Technical Director	McTier, Brian**	\$1,206.00
Summer Costumer	Ebert, Lori**	\$1,206.00
Summer Junior Director	Holsen, Kris**	\$1,809.00
Summer Vocal Director	Sehman, Molly**	\$1,809.00
Summer Choreographer	Kendall, Mikayla**	\$1,206.00

* indicates non-district employee

** indicates returning non-district employee

B. Resignations/Retirements/Leaves/Reductions/Other

1. Jennifer Reinen - Resignation, 2nd Grade Teacher, Lincoln Center, effective June 7, 2024.
2. Dianne Spannbauer - Leave of Absence, Grade 1 Teacher, Kaposia Education Center, effective February 20, 2024 through May 9, 2024 (Revised Dates)
3. Lindsay Alejandrino, Resignation, Spanish Teacher, Secondary Location, effective June 7, 2024
4. Alison Terrell - Leave of Absence, Dean, High School, effective April 15, 2024 through May 3, 2024
5. Nygaard, Courtney - Resignation, Spanish Teacher, Secondary Location, effective April 16, 2024.

VII.A.2 Staff Appointments, Resignations, Retirements, Terminations and Leaves (Joel Milteer)

4-22-2024

Classified

A. Appointments/Reassignments

1. Brianna Everett - Nutrition Service Assistant, Secondary, \$17.39 per hour, effective April 1, 2024, 4 hours per day.
2. Ashley Young - Kids Choice Program Assistant - Summer, Kaposia, \$18.86 per hour, effective June 7, 2024, 5.5 hours per day.
3. Julie Ries - 1.0 FTE, District Records Assistant (10M), District Wide, \$22.60 per hour, effective April 22, 2024.
4. Abby Brundieck - Kids Choice Program Assistant - Summer, Kaposia, \$18.86 per hour, effective June 7, 2024, 5.5 hours per day.
5. Jenna Hart - Water Safety Instructor, CSCC, \$17.00 per hour, effective April 1, 2024, up to 20 hours per week.
6. Emma Davis - Kids Choice Assistant - Summer, Kaposia \$18.86 per hour, 5.5 hours per day, effective June 6, 2024.
7. Montserrat Valdepena - Kids Choice Assistant - Summer, Kaposia \$18.86 per hour, 5.5 hours per day, effective June 6, 2024.
8. Jordan Wallin - Kids Choice Assistant - Summer, Kaposia \$18.86 per hour, 5.5 hours per day, effective June 6, 2024.

9. Lily Garcia - Kids Choice Assistant - Summer, Kaposia \$18.86 per hour, 5.5 hours per day, effective June 6, 2024.
10. Xaden Gullickson - Lifeguard, CSCC, \$16.00 per hour, up to 20 hours per week, effective April 16, 2024.
11. Danielle Seidner - MS Special Education Assistant, SEC, \$20.16 per hour, 6.5 hours per day, effective April 29, 2024.
12. Linda Jacobs-Buse - 1.0 FTE Community Ed Program Facilitator, District Office, pay rate change from \$24.86 per hour to \$29.67 per hour, effective July 1, 2023.

B. Assignment Changes

1. John Fries - Position change from PT Cleaner - CSCC to Night Cleaner Step 2 - Kaposia, effective April 1, 2024.
2. Alejandro Ortiz Flores - Position change from Lifeguard, CSCC to Lifeguard/Water Safety Instructor, CSCC effective April 1, 2024, Up to 20 hours a week.
3. Maura Rauda De Serrano - Position change from Sub Cleaner, Kaposia, to PT Cleaner, Kaposia, \$18.66 per hour, 4 hours a day, effective April 8, 2024.

C. Resignations/Retirements/Leaves/Reductions/Other

1. Ariel Morales - Leave of Absence, Assistant - Special Education, Lincoln Center, Effective January 2, 2024 through June 7, 2024. (Revised dates)
2. Sumaya Ugas - Resignation, Student Monitor, Secondary, effective March 22, 2024.
3. Khong Xiong - Resignation, Cultural Liaison, Secondary and Lincoln, effective April 12, 2024.
4. Jamie Berchtold - Leave of Absence, Assistant - User Support Specialist, District Office, Effective March 27, 2024 through April 15, 2024. (Revised Dates)
5. Steven Heltne - Leave of Absence, PT Cleaner, Secondary Building, Effective April 1, 2024 through April 12, 2024.
6. Jody Shannon - Leave of Absence, Admin. Assistant - Tech and Learning, District Office, Effective April 19, 2024 through June 1, 2024.
7. Patricia White - Resignation, Nutrition Assistant, Lincoln Center, effective April 16, 2024.
8. Celia Olson - Termination, Early Learning Assistant, Lincoln Center, effective April 18, 2024.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: April 22, 2024

Place on Agenda: Business Meeting - Consent

Action Requested: Approval

Attachment: Draft of Calendar

Topic: 2024-25 School Calendar Revision
Presenter(s): Joel Milteer, Human Resources Director and Amy Winter, Executive Director of Educational Services
Background: District administration is proposing a minor adjustment to the 2024-25 school calendar, previously approved by the Board on February 26, 2024. This adjustment pertains to the inclusion of December 31, 2024, as a district holiday for 12-month staff, which was inadvertently listed. The administration recommends the board's approval of this revised calendar at their meeting on April 22.
Recommendation: Approval of the proposed revision
Alternatives: Do not approve the revision and direct administration with next steps.

SOUTH ST. PAUL PUBLIC SCHOOLS

2024-2025 District Calendar

■ District Holiday
 ✗ Non-Student Day
 / Non-Student Day for some- See Calendar Items list

● 6-12 Conferences
 ◊ PD/Grading
[] 6-12 Trimesters
 ◊ Professional Development (PD)
● K-5 Conferences
 ◊ Comp Time
[] K-5 Semesters
 ◊ Noted Day- See Calendar Items List

CALENDAR ITEMS

Sept 3	1-5, 6, 9, and 12 First Day of School
Sept 4	KG, 7-8, 10-11 First Day of School
Sept 9	PreK First Day of School
Oct 10	6-12 Evening Conferences 4:00-8:00 pm +4 hrs flex conf (earns 8 hrs comp)
Oct 16	K-12 No School- PD
Oct 17-18	K-12 No School- MEA
Oct 30	K-5 Conferences 4:00-8:00 pm (Earns 4 hrs comp time)
Oct 31	K-5 No School, 6-12 School in Session K-5 Conferences 8:00 am-4:00 pm
Nov 1	K-5 No School- Conferences, 4 hrs conf, 4 hrs PD, 4 hrs flex PD 6-12 No School- PD
Nov 26	6-12 Last Day of Trimester 1
Nov 27	K-12 No School- (6-12 Comp for 10/10) (K-5 Comp for 10/30 conf, 11/1 PD)
Nov 28-29	K-12 No School- District Holiday
Dec 2	K-12 No School- PD
Dec 3	6-12 No School- PD/Grading K-5 School in Session
Dec 4	6-12 First Day of Trimester 2
Dec 23-Jan 2	K-12 No School- Winter Break
Jan 3	K-12 No School- PD
Jan 16	K-5 Last Day of Semester 1
Jan 17	K-5 No School- PD/Grading, 6-12 School in Session
Jan 20	K-12 No School- District Holiday
Jan 21	K-5 First Day of Semester 2
Jan 23	6-12 Evening Conferences 4:00-8:00 pm +4 hrs flex conf (earns 8 hrs comp)
Feb 3	K-12 No School- PD
Feb 17	K-12 No School- District Holiday
Mar 6	6-12 Last Day of Trimester 2
Mar 7	K-5 No School- PD 6-12 No School- PD/Grading
Mar 10	6-12 First Day of Trimester 3
Mar 19	K-5 Conferences 4:00-8:00 pm (Earns 4 hrs comp time)
Mar 20	K-5 No School, 6-12 School in Session K-5 Conferences 8:00 am-8:00 pm (Earns 4 hrs comp time)
Mar 21	K-12 No School (6-12 Comp Day for 1/23)
Mar 24-28	K-12 No School- Spring Break
Apr 24	6-12 Evening Conferences 4:00-8:00 pm +4 hrs flex conf (earns 8 hrs comp)
Apr 25	K-12 No School- PD
May 22	K-12 No School- PD
May 23	No School- (K-5 Comp Day for 3/19 & 3/20) (6-12 Comp Day for 4/24)
May 26	K-12 No School- District Holiday
June 12	K-12 Last Day of School
June 13	K-12 Last Staff Day/Grading

JULY 2024

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2024

E/S (0/5)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024

E/S (20/20)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2024

E (19/21) S (20/21)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2024

E/S (17/18)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2024

E (14/15) S (T1-0/2, T2-13/13)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Updated - April 4, 2024

JANUARY 2025

E (S1-9/11, S2-9/9) S (19/20)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2025

E/S (18/19)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2025

E (13/15) S (T2-4/5, T3-10/10)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2025

E/S (21/22)

S	M	T	W	T	F	S
			1	2	3	4
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19	20	21	22	23	24	25
26	27	28	29	30	31	

MAY 2025

E/S (19/20)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JUNE 2025

E/S (9/10)

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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29	30					

VIEW THE DISTRICT CALENDAR ONLINE





SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: April 22, 2024

Place on Agenda: Business Meeting - Consent

Action Requested: Approval

Attachment: 2024 Board Committee and Liaison Assignments

Topic: 2024-25 Board Committee and Liaison Assignments
Presenter(s): Board Chair John Raasch
Background: In February, the School Board studied and revised their board meeting structure. One component of the restructure was bringing the Public Relations and Community Engagement Committee into the work of the whole board versus just in committee. With the elimination of this committee, Director Laliberte will replace Director Humann on the Superintendent's Executive Committee to even out the number of committee assignments for each Board member.
Recommendation: Approval of the revised Board Committee and Liaison Assignments
Alternatives: Do not approve the revised assignments.



SOUTH ST. PAUL SCHOOL BOARD

Chair – John Raasch
Vice Chair – Anne Claflin
Treasurer – Kim Humann
Clerk – Nikki Laliberte

2024 Committee Assignments

Finance, Facilities, and Long Range Planning	Meets with the superintendent and Finance Director to discuss key finance items and budget planning. Meets to discuss various building and grounds items and/or planning projects for the District. No recurring schedule. Meet as needed	Anne Claflin Wendy Felton Kim Humann
Policy	Review district policies and recommend necessary policy changes to the Board. No recurring schedule. Meet as needed	Tim Felton Kim Humann John Raasch
Public Relations/Community Engagement	Works with administration to engage community in various planning/projects for the District. No recurring schedule. Meet as needed	Tim Felton Wendy Felton Nikki Laliberte
Superintendent/Executive	This committee has traditionally been represented by the Chair, Vice Chair and Treasurer. Organizes and prepares Superintendent evaluation and other executive business. No recurring schedule. Meet as needed	Anne Claflin Kim Humann Nikki Laliberte John Raasch

2024 Liaison Assignments

AMSD (Association of Metropolitan School Districts)	Meets monthly with area board representatives, superintendents, and local legislators to discuss and advocate for student and district needs. Typically meets the first Friday of each month @ 7:30 AM	Monica Weber Anne Claflin (A)
Community Education Advisory Committee	Works in part with the Community Education Director to assess community needs, programming, and evaluate program effectiveness. Typically meets the 2 nd Tuesday of each month @ 4:15 PM	Kim Humann Nikki Laliberte (A)
Intermediate School Dist. 917	District 917 is an intermediate district, comprised of nine member districts throughout Dakota County, that serves special education, secondary technical, and DCALS (Dakota County Alternative Learning School) students. Typically meets on the first Tuesday of each month at 4:45 PM.	Monica Weber
MN State High School League	The School Board Chair attends official MSHSL meetings as needed.	John Raasch
SSP Educational Foundation	Raises funds to provide an innovative source of public-school funding to support enrichment initiatives, scholarships, research opportunities, training, intervention, and prevention strategies that extend beyond the normal classroom experience. Typically meets the 2 nd Wednesday of every month @ 6:00 PM	Wendy Felton Anne Claflin (A)
SSP Open Foundation	Raises funds to support extra-curricular activities at SSP Secondary. Typically meets the 3 rd Wednesday of every month @ 8:00 PM	Tim Felton
Local Issues	Meets the fourth Wednesday of each month from 8:00 – 9:00 AM. Local Issues is hosted by the River Heights Chamber of Commerce with the intent to bring local elected officials, city, school and business leaders together to discuss items relevant to SSP.	Anne Claflin

Adopted: January 24 1984

*Revised: 5/19/92, 5/24/04; 2/9/09; 3/26/12; 11/25/13; 10/27/14; 7/25/16;
6/26/17; 9/10/18; 6/24/19; 7/27/20; 9/27/21; 6/27/22; 6/26/23
4/22/2024*

307 EMERGENCY CLOSING OF SCHOOLS

I. PURPOSE

The purpose of this policy is to clarify the procedures and public notifications for closing of school district facilities due to hazardous weather or other emergency conditions.

II. GENERAL STATEMENT OF POLICY

The superintendent or designee is empowered to close any or all school district facilities or to alter the start or ending time of a school or program in the event of hazardous weather or conditions that threaten the health and safety of students or district employees.

III. GENERAL FACTORS

A. Factors to be considered in the decision to close a facility or to alter the start or ending time of a school or program include:

1. Existing and predicted weather conditions.
2. Advice of the transportation contractors concerning driving, drivers, traffic and parking conditions affecting all transportation, public and private.
3. Actual occurrence or imminent possibility of any emergency condition that would make programs or facilities operation difficult or dangerous.
4. Inability of employees to report to duty, which might result in inadequate operation of district facilities, or deficient supervision or instruction of students.
5. Discussion with neighboring school districts experiencing similar weather or emergency conditions.

IV. NOTIFICATION



- A. Emergency closing, late start, and early release (“emergency closing”) procedures will be published each school year, and actual emergency closings will be announced through school district communication mediums and local media outlets.
- B. Whenever possible, the decision to close school for the day will be made by 5:30 a.m. and notification to students and families will occur at least two hours prior to normal K-12 school start time. In the event of a school delay or early dismissal, decisions will be made as soon as possible to provide appropriate notification to staff and families.
- C. If a student flex learning day is declared, it will be included in the communication to families, students and staff.
- D. Student and/or staff make-up days may be declared as needed.
- E. When an emergency closing occurs, employees will observe the terms of their respective contracts and/or Appendix I of this policy concerning reporting for work.
- F. Each school or district facility will develop a facility plan detailing procedures for facility-specific emergency closing. The facility plan will be in accordance with overall district procedures and guidelines.

V. EMERGENCY CLOSING IMPLEMENTATION

- A. Late start
 - 1. If a late start is declared (i.e. two-hour delay), staff, students, and parents should continue to monitor media reports and/or district website for additional announcements, change in status or possible closing.
 - 2. When a late start is declared:
 - a) All morning Adult Basic Education (ABE) classes are canceled.
 - b) Kids’ Choice will start late, in accordance with the emergency announcement (e.g. two hours late).
 - c) Central Square Community Center/Community Education will start late, in accordance with the emergency announcement (e.g. two hours late).
 - d) All morning Early Childhood (ECSE and ECFE) and Community Preschool classes are canceled.



- e) After-school and evening activities, including ABE, ECFE, Kids' Choice, and Central Square Community Center/Community Education activities will take place as scheduled.

B. School Cancellation

1. When conditions are so adverse that travel and normal school operations are difficult, if not impossible, or other emergencies occur, the schools will be closed for the entire day.
2. In general, all student and public activities in the district buildings will be canceled when schools are closed. Exceptions are to be cleared by the Superintendent of Schools (see Appendix II).

C. Early dismissal:

1. Whenever possible, the District will avoid calling for an early dismissal that results in sending students home from school early (either by bus or foot), recognizing the additional challenge or burden such a decision can place on families.
2. If it is determined by the Superintendent of Schools that it is a prudent decision to send students home early, it will be done by the advancement of all building dismissal and bus schedules on an hourly time basis.
3. When early dismissal is declared, the following programs are as noted:
 - a) Afternoon and evening Adult Basic Education (ABE) classes may be canceled
 - b) Afternoon and evening ECFE and preschool programs may be canceled
 - c) After-school Kids' Choice will be canceled.



Appendix I to Policy 307

EMPLOYEE RESPONSIBILITIES AND REPORTING PROCEDURES FOR EMERGENCY SCHOOL CLOSINGS

1. SCHOOLS CLOSED: UP TO SEVEN (7) DAYS

The district may declare up to seven emergency flex learning days based on school closings; five of the possible flex learning days are reserved specifically for weather-related closings and two of the possible flex learning days are reserved for any type of school closing. Employees follow the parameters listed below:

For each of the sites/departments noted below, the district will determine whether or not staff will need to report to work. Possible staff who may be required to report to work include, but are not limited to the following:

- Secondary Building (administrator, clerical, custodial)
- Kaposia Education Center (administrator, clerical, custodial)
- Lincoln Education Center (administrator, clerical, custodial)
- SSP Ed. Center/Community Learning Center (one designee only)
- District Office (one designee only)
- Family Education Center (one designee only)
- Central Square Community Center/Community Education (one designee only)

Custodial and Maintenance Employees

Full-time employees will report to work as designated by their supervisor. Full-time employees who do not report to work will use available time off. Part-time employees will also report to work, or may be directed to stay home. If an employee is directed to stay home, the employee will receive their regular rate of pay for their typical hours worked for the emergency close day.

Directors, Principals, Assistant Directors/Coordinators, District Support, Technology and 12-month Clerical and 12-month Student Support employees

Employees have the option to report to work, work from home, or use available time off. Employees are to obtain pre-approval from their supervisor, identifying which option they will select and their respective work plans.

Teachers



Employees have the option to report to work or work from home when an emergency flex learning day is declared. Employees who work from home must be able to meet the expectations of the flex learning plan.

Kids' Choice Paraprofessionals (12-month employees)

Employees do not report to work, but have the following options:

- Make-up time by participating in approved professional development within a designated time frame.
- Use available vacation or personal leave time, if choosing not to work or make up the time.

Paraprofessionals, Clerical, Student Support and Nutrition Services employees who work less than 12-months:

Employees do not report to work, but have the following options:

- Make-up time by participating in approved professional development within a designated time frame.
- Use available vacation or personal leave time, if choosing not to work or make up the time.

Building Supervisors/Instructors (Central Square Community Center/Community Ed.)

Employees do not report, and will be paid at their regular rate of pay for scheduled hour.

Substitutes

Substitute employees do not report to work and are not paid.

2. SCHOOLS CLOSED: EIGHT (8) DAYS AND BEYOND

Student and staff make-up days may be declared in the event of three (3) or more school closings from a combination of non-weather closings (days 1-3) or weather-related closings (days 6-8). The first two of any combination of these closing days will be declared flex learning days. When schools are closed and make-up days are necessary, employees shall follow the parameters listed below:

For each of the sites/departments noted below, the district will determine whether or not staff will need to report to work. Possible staff who may be required to report to work include, but are not limited to the following:

- Secondary Building (administrator, clerical, custodial)



- Kaposia Education Center (administrator, clerical, custodial)
- Lincoln Education Center (administrator, clerical, custodial)
- SSP Ed. Center/Community Learning Center (one designee only)
- District Office (one designee only)
- Family Education Center (one designee only)
- Central Square Community Center/Community Education (one designee only)

Custodial and Maintenance Employees

Full-time employees will report to work as designated by their supervisor. Full-time employees who do not report to work will use available time off. Part-time employees will also report to work, or may be directed to stay home. If an employee is directed to stay home, the employee will receive their regular rate of pay for their typical hours worked for the emergency close day.

Directors, Principals, Assistant Directors/Coordinators, District Support, Technology and 12-month Clerical and 12-month Student Support employees

Employees have the option to report to work, work from home, or use available time off. Employees are to obtain pre-approval from their supervisor, identifying which option they will select and the respective work plans.

Teachers

Employees do not report to work and will be expected to work on the designated make-up day(s) as determined by the School Board.

Kids' Choice Paraprofessionals (12-month employees)

Employees do not report to work, but have the following options:

- Make-up time by participating in approved professional development within a designated time frame.
- Use available vacation or personal leave time, if choosing not to work or make up the time.

Paraprofessionals, Clerical, Student Support and Nutrition Services employees who work less than 12-months:

Employees do not report to work, but have the following options:

- Make-up time by participating in approved professional development within a designated time frame.



- Use available vacation or personal leave time, if choosing not to work or make up the time.

Building Supervisors/Instructors (Central Square Community Center/Community Ed.)
Employees do not report, and will be paid at their regular rate of pay for scheduled hours.

Substitutes

Substitute employees do not report to work and are not paid.

3. LATE START

When a late start is called (i.e. two-hour delay), district staff are to report, unless otherwise noted below, as soon as practical and as conditions allow.

Kids' Choice Paraprofessionals (12-month employees)

Employees report as noted in the announcement (e.g. if a two-hour delay is called, then staff should report two hours later than their usual reporting time).

Building Supervisors/Instructors (Central Square Community Center/Community Ed)

Employees report as noted in the announcement (e.g. if a two-hour delay is called, then staff should report two hours later than their usual reporting time).



Appendix II to Policy 307

GUIDELINES FOR CANCELING AFTER-SCHOOL ACTIVITIES

1. When the school district is closed prior to the start of the school day due to hazardous weather, all buildings are closed to activities and building use, unless otherwise designated under paragraphs 7 and 8 below. District offices and the district buildings and grounds department may need to be open to facilitate the removal of snow and ice so that school can reopen the following day.
2. When an individual school is closed due to building-related problems, a determination about after-school activities will be made with the principal, superintendent or designee, director of buildings and grounds, and the facility scheduler, as may be necessary.
3. On occasions when school is in session but weather concerns arise after school has begun, a decision must be made about activities and/or building usage scheduled after school. A decision will be made on a district-wide basis by the superintendent or designee. This decision will be made and communicated as early as possible but may not always be made by the close of the school day. Upon closure, notification will be initiated by the Superintendent or designee.
4. All school/building closure announcements will be posted as soon as practical on the district website, distributed via appropriate district communication channels, and sent to local media outlets.
5. County, state, other multijurisdictional events, or out-of-town athletic/activities events, may have a separate determination, based on hazardous weather in the area of a scheduled event, that will be made by the superintendent or designee.
6. Saturday and Sunday events or activities may also need to be canceled due to hazardous weather or building-related problems. The superintendent or designee will make a decision on a district-wide basis. Upon closure, notification will be initiated by the Superintendent or designee.
7. On occasion, the superintendent, in consultation with the principal, activities director, director of buildings and grounds, facility scheduler, and/or designee may decide to hold voluntary



varsity extra-curricular activities in an effort to continue with seasonal competitions. Such a decision will be made on a case-by-case basis. In the event that a decision is made to hold a practice or competition on a day in which school or other activities are canceled, coaches/advisors are prohibited from penalizing a player/participant who is not able to attend the voluntary practice or event. Communication about individual activity practices and events will be the responsibility of the activity's coach/advisor.

8. Offsite events and Minnesota High School League sponsored special events (e.g. hockey, skiing, tournaments) need special consideration because the venues have been reserved. The superintendent or designee and activities director will make a determination regarding these events. An announcement will be initiated by the Superintendent or designee if activities are canceled.



Adopted: September 8, 1997

MSBA/MASA Model Policy 414

Orig. 1995

Revised: 6/14/04; 10/27/08; 11/23/09; 5/12/14
6/26/17; 1/13/20, 4/22/24

Rev. 2022

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to fully comply with Minnesota Statutes chapter 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS OF MALTREATMENT

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of the event.
- B. “Child” means one under age 18 and, for purposes of Minnesota Statutes chapter 260C (Juvenile Safety and Placement) and Minnesota Statutes chapter 260D (Child Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minnesota Statutes chapter 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being maltreated, or has been maltreated within the preceding three years.



- E. “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
- F. “Neglect” means:
1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health care, medical, or other care required for the child’s physical or mental health when reasonably able to do so;
 2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child’s own basic needs or safety or the basic needs or safety of another child in the child’s care;
 4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide the child with sympathomimetic medications;
 5. prenatal exposure to a controlled substance, as defined in state law, used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
 6. medical neglect as defined by Minnesota Statutes section 260C.007, subdivision. 6, clause (5);
 7. chronic and severe use of alcohol or a controlled substance by a person responsible for the care of the child that adversely affects the child’s basic needs and safety; or
 8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child, which may be demonstrated by a substantial and observable effect in the child’s behavior, emotional response, or cognition that is not within the normal range for the child’s age and stage of development, with due regard to the child’s culture.

Neglect does not occur solely because the child’s parent, guardian, or other person responsible for the child’s care in good faith selects and depends upon spiritual means or



prayer for treatment or care of disease or remedial care of the child in lieu of medical care.

- G. “Non Maltreatment mistake” occurs: (1) at the time of the incident, the individual was performing duties identified in the center’s child care program plan required under Minnesota Rules part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar non maltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minnesota Rules chapter 9503.
- H. “Person responsible for the child’s care” means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- I. “Physical abuse” means any physical injury, mental injury (under subdivision 13), or threatened injury, inflicted by a person responsible for the child’s care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child’s history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minnesota Statutes section 125A.0942 or 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian, that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minnesota Statutes section 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions that result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child’s breathing; (6) threatening a child with a weapon, as defined in Minnesota Statutes section 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child’s behavior, motor coordination, or judgment, or that result in sickness or internal injury, or that subject the child to medical procedures that would be



unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statutes section 121A.58.

- J. "Report" means any communication received by the local welfare agency, police, department, county sheriff, or agency responsible for child protection pursuant to this section that describes maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.
- K. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.
- L. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minnesota Statutes section 609.341, subdivision 15), or by a person in a current or recent position of authority (as defined in Minnesota Statutes section 609.341, subdivision 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor that constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation that requires registration under Minnesota Statutes section 243.166, subdivision Subd. 1b(a) or (b)
- M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; (2) been found to be palpably unfit; (3) committed an act that resulted in an involuntary termination of parental rights; (4) or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative.

IV. REPORTING PROCEDURES

- A. A mandated reporter shall immediately report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.
- B. An oral report shall be made immediately by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the



appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment and the name and address of the reporter.

- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to who a report is made, because of the report
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.

V. INVESTIGATION

- A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or school official. The investigating agency, not the school, is responsible for either notifying or



withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable, and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged offender is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.



- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 609.02, Subd.6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)



Confidential Student Maltreatment Reporting Form

Date submitted: _____ SMP File # _____ (MDE staff use only)

REPORTER (Reporter is confidential under Minnesota Statutes, section 260E.)

Name: _____ Title: _____ Phone: _____

Address: _____ City: _____ State: _____ Zip: _____

Email: _____ Mandated Reporter: Yes No

SCHOOL INFORMATION (Current Enrollment Location of Alleged Victim)

ISD#: _____ School District: _____ School/ Program Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Principal/Director: _____ Phone: _____

Email: _____

Transportation Company Contact: _____ Phone: _____

Email: _____

ALLEGED VICTIM

Name: _____ Address: _____ City: _____ State: _____ Zip: _____

Male Female DOB: _____ Grade: _____ Race/Ethnicity: _____

Receives Special Education Services: Yes No Primary Disability Category: _____

Alleged Victim is over the age of 18: Yes No (If over 18, please provide the following contact information)

Alleged Victim Phone: _____ Alleged Victim Email: _____

Alleged Victim has a legal guardian: Yes No

Parent/Guardian 1: _____ Phone: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

Parent/Guardian 2: _____ Phone: _____ Email: _____

Address: _____ City: _____ State: _____ Zip: _____

Minnesota Department of Education
Student Maltreatment Program
1500 Highway 36 West, Roseville, MN 55113-4266
Reporting Line: 651-582-8546
Fax: 651-797-1601
Email: mde.student-maltreatment@state.mn.us

ALLEGED OFFENDER

Name: _____ Position: _____ DOB: _____ Male Female
Home Address: _____ City: _____ State: _____ Zip: _____
Email: _____
Race/Ethnicity: _____ Phone: _____ Alternate Phone: _____
Licensed: Yes No
If licensed, name of licensing board(s): _____ License/Folder # _____

INCIDENT

Date: _____ Time: _____ Setting (i.e. Bus, Classroom): _____
Location and Address (if different than enrolled school): _____
Witness _____ Phone: _____
Witness _____ Phone: _____
Police Notified: Yes No Police Department: _____
Police Contact: _____ Phone: _____ Case #: _____

Alleged Maltreatment: Physical Abuse Sexual Abuse Neglect Unknown

Injury: Yes No

Description of Incident and Injury: (please attach additional documentation, if needed)



Adopted: June 14, 2004

MSBA/MASA Model Policy 415

Orig. 1995

Revised: 9/13/10; 6/26/17; 1/13/20, 4/22/24

Rev. 2022

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to comply fully with Minnesota Statutes section 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.

A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

A. "Abuse" means:

1. An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.
2. Conduct which is not an accident or therapeutic conduct as defined in Minnesota Statutes section 626.5572 which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of vulnerable adult; and (4) use of any aversive or deprivation



procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.

3. Any sexual contact or penetration as defined in Minnesota Statutes sections 609.34, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.
4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.

Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 2.

- B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- C. "Common entry point" means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).
- D. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- E. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.
- F. "Mandated reporter" means any school personnel who have reason to believe a vulnerable adult is being maltreated.
- G. "Maltreatment" means the neglect, abuse, or financial exploitation of a vulnerable adult.
- H. "Neglect" means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult's physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.



- I. Neglect also means the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult's health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 17.
- J. "School personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement or other caretaking services of vulnerable adults.
- K. "Vulnerable adult" means any person 18 years of age or older who (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minnesota Statutes chapter 245A, except as excluded under Minnesota Statutes chapter 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or whether any type of service is received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to provide adequately for the individual's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult, which results in injury, or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The report shall, to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data*, as defined under Minnesota Statutes section 13.02, to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a



report, who knowingly provides false or misleading information in reporting or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.

- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against a vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

- A. The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy should appear in school personnel handbooks as appropriate.
- B. The school district will develop a method of discussing this policy with employees where appropriate.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. § 13.02 (Government Data Practices; Definitions)
Minn. Stat. Ch. 245A (Human Services Licensing)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.232 (Crimes Against the Person)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)



MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)

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 515 (Protection and Privacy of Pupil Records)



Adopted: July 27, 2015

MSBA/MASA Model Policy 427

Orig. 2023

Revised: 11/14/16; 4/9/18, 4/22/24

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

- A. Special Education Staff; Special Education Teacher
“Special education staff” and “special education teacher” both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Board of Teaching to instruct children with specific disabling conditions.
- B. Direct Services
“Direct services” means special education services provided by a special education teacher when the services are related to instruction, including cooperative teaching.
- C. Indirect Services
“Indirect services” means special education services provided by a special education teacher which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with children with disabilities to monitor and observe.
- D. Workload
“Workload” means a special education teacher’s total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

- A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.
- B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.



IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions)
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References: MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)



Adopted: August 9, 2004

MSBA/MASA Model Policy 608

Orig. 1995

Revised: 8/28/06; 10/27/08; 1/11/10; 8/8/16
4/9/18; 6/10/19; 5/26/20; 6/14/21; 6/27/22
6/26/23, 4/22/24

Rev. 2022

608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide special educational services to some students in the school district.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

III. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate and provide special education and related services for children with a disability who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified children with a disability are provided special education and related services that are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

Legal References: Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 125A.02 (Child with a Disability Defined)
Minn. Stat. § 125A.027 (Rulemaking)
Minn. Stat. § 125A.03 (Special Instruction for Children with a Disability)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)



Minn. Stat. § 125A.29 (Responsibility of County Boards and Schools Boards)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)

Cross References:

MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted: June 22, 1998

MSBA/MASA Model Policy 615

Orig. 1997

Revised: 8/9/04; 8/28/06; 3/23/15; 6/26/17
4/22/24

Rev. 2015

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

- A. The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program IEP, Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTSA)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a) The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
 - (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the



student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;

- (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
 - (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.
- b) MTAS participation decisions must not be made on the following factors:
- (1) Student's disability category;
 - (2) Placement;
 - (3) Participation in a separate, specialized curriculum;
 - (4) An expectation that the student will receive a low score on the MCA;
 - (5) Language, social, cultural, or economic differences;
 - (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
 - a) The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
 - b) The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
 - c) For students in grades that the MTAS is not administered:
 - (1) the student must have cognitive functioning significantly below age level;



- (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
 - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
- d) The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
 - e) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a) Student's disability category;
 - b) Participation in a separate, specialized curriculum;
 - c) Current level of English language proficiency;
 - d) The expectation that the student will receive a low score on the ACCESS for ELs;
 - e) Language, social, cultural, or economic differences;
 - f) Concern for accountability calculations.

C. EL Students New to the United States

1. EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through www.minnesotapearsonaccessnext.com

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and 2020-21 Guidelines for Administration of Accommodations and Linguistic Supports
<http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/Guidelines%20for%20Accommodations%202020-21.pdf>



V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

- Legal References:**
- Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
 - Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
 - Minn. Stat. § 125A.08 (Individualized Education Programs)
 - Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
 - Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
 - Minn. Rules Parts 3501.0820 00-3501.0815 (Academic Standards for the Arts)
 - Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
 - Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
 - Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
 - Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
 - Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), Alternate ACCESS for ELLs Participation Guidelines,
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/04973.pdf>
- Cross References:**
- MSBA/MASA Model Policy 104 (School District Mission Statement)
 - MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 - MSBA/MASA Model Policy 613 (Graduation Requirements)
 - MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 - MSBA/MASA Model Policy 616 (School District System Accountability)



Adopted: April 22, 2024

MSBA/MASA Model Policy 621

Orig. 2023

Revised: 4/22/24

621 THE READ TO ENSURE ACADEMIC DEVELOPMENT ACT - READ ACT

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or



may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. “Multitiered system of support” or “MTSS” means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student’s needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. “Oral language,” also called “spoken language,” includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. “Phonemic awareness” means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. “Phonics instruction” means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. “Progress monitoring” means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. “Reading comprehension” means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. “Structured literacy” means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children’s literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
- M. “Three-cueing system,” also known as “meaning structure visual (MSV),” means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. “Vocabulary development” means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading



success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district's annual literacy plan
- C. The school will administer screeners biannually. After the screener, the school will communicate to the parents for each student who is not reading at or above grade level. The communication will be parent-friendly and include the following information:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission.
- C. SSStudents in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with the school, may opt a student out of the literacy screener if the team decides that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and



literacy interventions.

- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner.
- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
 - 1. a summary of the school district's efforts to screen for dyslexia;
 - 2. the number of students universally screened for that reporting year;
 - 3. the number of students demonstrating characteristics of dyslexia for that year; and
 - 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited



to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE. The plan must be consistent with the Read Act, and include the following:
1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 2. a process to notify and involve parents;
 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
 5. identification of staff development needs, including a plan to meet those needs;
 6. the curricula used by school site and grade level;
 7. a statement of whether the school district has adopted a MTSS framework;
 8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:



- a) students in kindergarten through grade 3;
 - b) students who demonstrate characteristics of dyslexia; and
 - c) students in grades 4 to 12 who are identified as not reading at grade level; and
9. the number of teachers and other staff that have completed training approved by the department.
- B. The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.

VIII. STAFF TRAINING

- A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
1. intervention teachers working with students in kindergarten through grade 12;
 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 3. special education teachers;
 4. curriculum directors;
 5. instructional support staff who provide reading instruction; and
 6. employees who select literacy instructional materials for a district.
- B. The school district must provide training in an approved evidence-based training program to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.



IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
 - 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 - 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 - 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 - 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and
 - 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

- A. The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:
 - 1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten

through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;

2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

Legal References:

Minn. Stat. § 120B.1118 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References:

None



Adopted: March 13, 1974

MSBA/MASA Model Policy 902

Orig. 1995

Rev. 2022

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, 7/25/16,
2/10/20, 6/28/21, 4/22/24

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.

III. SCHEDULED COMMUNITY EDUCATION CLASSES AND ACTIVITIES

- A. The school district administration shall be charged with the process of scheduling rooms and special areas for community education classes and activities planned to be offered during each session.
- B. Procedures for providing publicity, registration, and collection of fees shall be the responsibility of the school district administration and/or designee.
- C. Registration fees may be structured to include a pro-rata portion of costs for custodial and/or supervisory services that may be needed.

IV. GENERAL COMMUNITY USE OF SCHOOL FACILITIES AND EQUIPMENT

- A. The school board may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.
- B. Requests for use of school facilities by community groups or individuals shall be made through the school district community education office. The administration will present recommended procedures for the processing and review of requests to the school board. Upon approval by the school board, such procedures shall be an addendum to this policy.



- C. The school board may require a rental fee for the use of school facilities. Such fee may include the cost of custodial and supervisory service if deemed necessary. It may also require a deposit or surety bond for the proper use and repair of damage to school facilities. A rental fee schedule, deposit or surety bond schedule, and payment procedure shall be presented for review and approval by the school board.
- D. When emergencies or unusual circumstances arise that necessitate rescheduling the use of school facilities, every effort will be made to find acceptable alternative meeting space.

V. USE OF SCHOOL EQUIPMENT

The district administration will annually review and provide via district website a rental list including types of equipment that is available for use on district property, the extent to which it may be utilized, and the manner by which it may be scheduled for use and any charges to be made relating thereto.

VI. RULES FOR USE OF FACILITIES AND EQUIPMENT

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. A certificate of insurance is 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; Uses For School and Non School Purposes: Closings)

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



Facility Use Permit Application

*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:	Email:
Certificate of Liability Insurance Rec'd	Liability Insurance Carrier:	Liability Insurance #:		

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 South St. Paul Special School District 6? <input type="checkbox"/> 90% or more <input type="checkbox"/> less than 90%		
Number Attending:	Is there a charge/fee for participants?	List equipment, food and refreshments being brought in for activity/event

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

Agreement

(NAME OF FACILITY USER) does covenant and agree to defend, indemnify and hold harmless the Special School District No. 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 incidenta 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.

(FACILITY USER) All activities must be under responsible adult supervision with an overall site supervisor identified prior to the start of the event use.

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.

Community Education will bill for facility use. An estimate of user fees shall be made at the time of application. A final bill for facility use shall be sent within 5 business days after the event. 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.

Signature

Signature of adult responsible

Date

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

Copies of contract will be forwarded to: Building Principal, Building Custodian, Director of Buildings and 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, 4/22/24*

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
- Central Square Community Center

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. 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 August 1. After 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 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. Scouts, and 4-H when 90% of members are SSPPS residents/students
3. Community athletic associations and parks and recreation when 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 90% of participants are SSPPS residents/students

Class C (third priority)

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

1. Business meetings and recreations use by non-profit and religious community organizations and informal community groups when fewer than 90% of participants are SSPPS residents/students
2. Activities, such as performances, fund-raisers and conferences by non-profit organizations and informal community groups and service organizations when fewer than 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 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. Current district facilities use fees and personnel fees can be found on the SSP Community Education website under Facilities Tab, Facility Rental Fees and Charges. 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. Current district facilities use fees and personnel fees can be found on the the SSP Community Education website under Facilities Tab, Facility Rental Fees and Charges.
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 responsible adult supervision 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 transferable.
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 exceptions 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 responsible 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 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.



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**



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- 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.
 - Packer Activity Center (PAC)
 - 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.
 - 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.
 - Floor Protection
 - Proper footwear is required by all users and 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 unless prior approval by the Activities Director.
 - For the protection of stall 4, there are no baseball/softball or kicking activities allowed
 - 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.



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: April 22, 2024
Place on Agenda: Regular Business Meeting Agenda
Action Requested: Approval
Attachment: 403, 404, 413, 613, and 706

Topic: Policy Review – First Reading
Presenter(s): Chair John Raasch
Background: <p>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. At the third and subsequent meeting, the policies then go before the School Board for approval.</p> <p>The policies listed above were reviewed by the Board Policy Committee on April 15. These policies will be read for the first time on April 22, 2024. The second reading will be done on May 13, 2024 for review and comment. The policies will have their third and final reading and be up for approval at the Tuesday, May 28, 2024 Board meeting.</p>
Recommendation: Approval
Alternatives: N/A

Adopted: June 14, 2004

MSBA/MASA Model Policy 403

Orig. 1995

Revised: May 22, 2017

Rev. 1999

403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

- A. The purpose of this policy is to achieve the effective operation of the school district's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

II. GENERAL STATEMENT OF POLICY

- A. The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

III. DISCIPLINE

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from an oral reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary action of the same or a different nature.

School laws and rules to which this provision applies include:

1. policies of the school district;
2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and
3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be



accompanied by guidance, help and encouragement to improve from the employee's supervisor and reasonable time for correction of the employee's deficiency.

C. Misconduct

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of the school district and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

IV. FORMS OF DISCIPLINE

- A. The forms of discipline that may be imposed by the school district include, but are not limited to:



1. oral warning;
2. written warning or reprimand;
3. Probation
4. disciplinary suspension, demotion or leave of absence with pay;
5. disciplinary suspension, demotion or leave of absence without pay; and
6. dismissal/termination or discharge from employment.

B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish the school district's objective of stopping or correcting the offending conduct and improving the employee's performance.

V. PROCEDURES FOR ADMINISTERING POLICY

A. In an instance where any form of discipline is imposed, the employee's supervisor will:

1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, either orally or in writing. If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time and nature of the oral warning.
2. Provide directives to the employee to correct the conduct or performance.
3. Forward copies of all writings to the administrator in charge of personnel for filing in the employee's personnel file.
4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
5. Specify the expected level of performance or modification of conduct to be required from the employee.

B. The school district retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.

Legal References: Minn Stat. § 122A.40 (Teachers – Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure)



Minn. Stat. § 122A.44 (Contracting with Teachers)
Minn. Stat. § 122A.58 (Coaches)
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)

Cross References: MSBA Service Manual, Chapter 3, Employees



Adopted: April 28, 1997

MSBA/MASA Model Policy 404

Orig. 1995

Revised: 6/14/04; 4/25/11, 12/11/17, 8/13/18
5/26/20; 6/14/21; 6/27/22; 6/26/23

Rev. 2022

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for individuals who receive an offer of employment with the school district, athletic or academic coaches regardless of whether compensation is paid, volunteers, independent contractors and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall require that applicants for school district positions who receive an offer of employment, volunteers and individuals who are offered the opportunity to provide athletic coaching and services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment shall be conditioned upon a determination by the school district that an applicant's criminal history does not preclude the applicant from employment with the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants or service providers without the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, independent contractors and student employees

III. PROCEDURES

- A. Normally an individual will not commence employment or provide service until the school district receives the results of the criminal history background check. The school district may conditionally hire an individual pending completion of the background check, but shall notify the individual that the individual's employment may be terminated based on the result of the background check. Background checks will be performed by a third party vendor that includes Minnesota Bureau of Criminal Apprehension (BCA) report and meets and/or exceeds Minnesota



Statutes section 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

- B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services (paid or volunteer) to the school district, or to volunteer for the district, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check. The employee will pay an amount for the criminal history background check that does not exceed the actual cost of the service. An employee who accepts employment will be responsible for paying the cost of the criminal background check with the amount deducted out of one of the first paychecks the employee receives or paid by the employee at the time the criminal background check is completed. School or program volunteer criminal background checks may be paid by the district.
- C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board (PELSB) or the Minnesota Commissioner of Education within the 12 months preceding an offer of employment due to PELSB performing background checks for new applications and renewal applications for teacher licensure.
- D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:
 - 1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
 - 2. the other school hiring authority conducted a criminal background check within the previous 12 months;
 - 3. the individual executes a written consent form giving the school district access to the results of the check; and
 - 4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the applicant for employment.
- E. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- F. For all non-state residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide



services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.

- G. Copies of this policy shall be available on the school district's website and will be distributed to applicants for employment school/program volunteers and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching or services, upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. Criminal Background Screening Standards are included with this policy.
- J. If the criminal history background check precludes employment with the school district, the applicant will be so advised.
- K. The school district may apply these procedures to volunteers, independent contractors or adult student employees.
- L. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions that are subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication.

Legal References: Minn. Stat. § 13.04, Subd. 4 (Rights of Subjects of Data)
Minn. Stat. § 1387, Subd. 1 (Criminal Justice Data)
Minn. Stat. § 123B.03 (Background Checks)
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, Elder, and Individuals with Disabilities Protection Background Check Act)
Minn. Stat. § 364.09(b) (Exception for School Districts)

Cross References: None



Criminal Background Screening Standards

The South St. Paul School District seeks to maintain a safe and healthy educational environment that promotes the physical, social and psychological well-being of all students. All new employees and volunteers must receive a criminal background check prior to starting employment or a volunteer assignment with the School District. An individual will be disqualified and prohibited from serving as an employee or volunteer if that individual has been found guilty or entered a plea of non-contender (no contest), regardless of the adjudication for any of the following disqualifying offenses:

1. Sex Offenses

- a. All Sex offenses - regardless of the amount of time since the offense

Examples: Child molestation, rape, sexual assault, sexual battery, sodomy, prostitution, solicitation, indecent exposure, possession or distribution of child pornography etc.

2. Felonies

- a. All Violent Felony offenses - regardless of the amount of time since the offense

Examples: Murder, manslaughter, rape, aggravated assault, kidnapping, robbery, aggravated burglary, etc.

- b. Any other Felony offenses within the past ten (10) years.

Examples: Drug offenses, theft, embezzlement, fraud, child endangerment, etc.

3. Misdemeanors

- a. All Violent Misdemeanor offenses, including those involving probation or open cases, within the past five (5) years, or multiple offenses within the past seven (7) years.

Examples: Simple drug possession, drunk and disorderly conduct, public intoxication, possession of drug paraphernalia, etc.

- b. Any other Misdemeanor offense, including those involving probation or open cases, within the past five (5) years that would be considered a potential danger to children, or is directly related to the functions of that employee or volunteer.

Examples: Contributing to the delinquency of a minor, providing alcohol to a minor, theft (if person is handling monies), etc.

The district reserves the discretion to consider factors and information, including whether the nature of the offense implicates a behavior that is contradictory to an individual's job description, when making employment decisions.



Adopted: September 8, 1997

MSBA/MASA Model Policy 413

Orig. 1995

Rev. 2023⁷

Revised: 4/26/04; 8/28/06; 11/23/09; 11/25/13
11/23/15; 12/10/18; 6/10/19; 5/26/20; 6/14/21
6/27/22; 6/26/23

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment 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, or disability (Protected Class).

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- 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 Protected Class. (For purposes of this policy, school district personnel include 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 Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to may discipline or take appropriate action against any student, teacher, administrator or other school district personnel 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 Protected Class, 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
- “Disability” means, with respect to an individual who:
- a) has a physical, sensory, or mental impairment that materially limits one or more major life activities of such individual;
 - b) has a record of such an impairment; or
 - c) is regarded as having such an impairment.
- “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 or discrimination 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.



“Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

“National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.

“Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

“Sexual orientation” means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities. 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.

“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 Harassment; Definition

Sexual harassment includes unwelcomed sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:

- a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
- b) submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or



- c) that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

Sexual harassment may include, but is not limited to:

- a) unwelcome verbal harassment or abuse;
- b) unwelcome pressure for sexual activity;
- c) unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
- d) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning promises of preferential treatment with regard toward an individual's employment or educational status; or
- e) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f) unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes section 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;
 - 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.

H. Violence; Definition

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 an individual's or group's Protected Class.

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 Protected Class by a student, teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct that 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 that 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 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 targets or victims and alleged perpetrators of harassment or violence, 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 or another



state or federal agency, 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 Minnesota Statutes Chapter 260E 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.Ch. 260E (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 (Section 504 of the Rehabilitation Act of 1973)
 - 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 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 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
- 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/Cell 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)



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/Cell 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

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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)

Adopted: June 22, 1998

MSBA/MASA Model Policy 613

Orig. 1997

*Revised: 8/9/04; 9/26/05; 9/24/07; 1/26/09; 8/10/09
9/9/13; 7/27/15; 7/25/16; 9/11/17; 6/10/19
7/27/20; 6/14/21; 6/27/22; 6/26/23*

Rev. 2022

613 GRADUATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district. A "credit" is equivalent to a student's successful completion of an academic trimester of study or a student's mastery of the applicable subject matter, as determined by the school district. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages. "credit" is equivalent to a student's successful completion of an academic trimester of study or a student's mastery of the applicable subject matter, as determined by the school district. Successful completion is determined by obtaining a grade of D- or higher in a given course. Grading scales can be found in the SSP Secondary Student Handbook.

1. SSP Secondary students may only earn weighted grades in International Baccalaureate Diploma Program courses. A list of Diploma Courses with weighted grades can be found on the SSP Secondary website.

~~B.~~

- C. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services. "credit" is equivalent to a student's successful completion of an academic trimester of study or a student's mastery of the applicable subject matter, as determined by the school district. Successful

completion is determined by obtaining a grade of D- or higher in a given course. Grading scales can be found in the SSP Secondary Student Handbook.

1. SSP Secondary students may only earn weighted grades in International Baccalaureate Diploma Program courses. A list of Diploma Courses with weighted grades can be found on the SSP Secondary website.

D. “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

E. “Required standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health. “Individualized Education Program,” or “IEP,” means a written statement developed for a student eligible by law for special education and services.

F. “English Learner” or “EL” student means an individual whose first language is not English and whose academic success may be negatively impacted by lack of English language proficiency. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

The Executive Director of Educational Services is the school district’s District Assessment Coordinator in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

Students’ state graduation requirements, based on a longitudinal, systemic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- a. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students’ attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students’ continuous development of and growth in requisite knowledge and skills; analysis of students’ progress and performance levels, identification of students’ academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students’ learning and

instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

- b. Consistent with this paragraph and Minnesota Statutes section 120B.125 (see Policy 604, Section II.H.), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- c. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- d. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- e. Students meeting the state graduation requirements under this section and who are students grades 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- f. A students' progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

~~Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:~~

- ~~A. — Four credits of language arts sufficient to satisfy all academic standards in English language arts;~~
- ~~B. — Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;~~

C. — An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;

D. — Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

E. — Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

F. — One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and

G. — A minimum of seven elective credits.

H. — Credit equivalencies refer to MDE graduation requirements and/or Minnesota Statutes 2022, section 120B.024, subdivision 2.

Students must successfully complete, as determined by the school district, the following high school level course credits for graduation:

1. Twelve credits of language arts sufficient to satisfy all academic standards in English language arts;
2. Nine credits of mathematics, including three credits of algebra II or its equivalent, sufficient to satisfy all of the academic standards in mathematics. Students must satisfactorily complete three credits of algebra I by the end of 8th grade, sufficient to satisfy all of the 8th grade standards in mathematics.
3. Nine credits of science, including at least three credits of biology, three credits of chemistry or physics, and three elective credits of science. The combination of credits must be sufficient to satisfy all of the academic standards in either chemistry or physics and all other academic standards in science.
4. Twelve credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
5. One credit of physical education/health;
6. Three credits in the arts sufficient to satisfy all of the state academic standards in arts; and

7. A minimum of 65 total credits, of which 45 are required (see 1-6 above) and at least 19 elective credits.

VII. GRADUATION CREDIT STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards:

1. School District Standards, Health (K-12);
2. School District Standards, Career and Technical Education (K-12); and
3. School District Standards, World Languages (K-12).

B. Academic standards in health, world languages, and career and technical education will be reviewed within the curriculum review cycle. A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;
2. Minnesota Academic Standards, Mathematics K-12;
3. Minnesota Academic Standards, Science K-12;
4. Minnesota Academic Standards, Social Studies K-12; and
5. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

A. All students must satisfactorily complete the following required Graduation Standards, in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;
2. Minnesota Academic Standards, Mathematics K-12;
3. Minnesota Academic Standards, Science K-12;
4. Minnesota Academic Standards, Social Studies K-12;
5. Minnesota Academic Standards, Arts K-12;
6. Minnesota Academic Standards, Physical Education K-12

~~B. All students must demonstrate their understanding of the following academic standards:~~

1. School District Standards, Health (K-12);
2. School District Standards, Career and Technical Education (K-12); and
3. School District Standards, World Languages (K-12).

~~C. The academic standards for language arts, mathematics, and science apply to all students except the very few student with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.~~

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes section 120B.07 upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

~~IX. NOTICE~~

~~The students and their parents are notified of the school district's graduation requirements through the Student Handbook that is distributed and reviewed at the beginning of each school year or upon registration. Each student must sign and return the handbook agreement form indicating they have received the handbook and agree to ask questions to any policies they do not understand.~~

Legal References:

- Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
- Minn. Stat. § 120B.018 (Definitions)
- Minn. Stat. § 120B.021 (Required Academic Standards)
- Minn. Stat. § 120B.023 (Benchmarks)
- Minn. Stat. § 120B.024 (Credits)
- Minn. Stat. § 120B.07 (Early Graduation)
- Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

Special School District No. 6

(South St. Paul Public Schools)
State of Minnesota

Acceptance of Gifts Resolution

Board Meeting Date: _____

Member _____ introduced the following resolution and moved its adoption:

Be it Resolved, that the School Board of South St. Paul Public Schools, Special School District No 6, accept the following donations as indicated in the detailed background listed below:

Monetary

Donation Amount	Designated To	Donation From	Purpose

Value in Kind

Donation Item	Designated To	Donation From	Purpose

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

And the following voted against:

Whereupon said resolution was declared duly passed and adopted



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, April 22, 2024

Place on Agenda: COW and Regular Agenda

Action Requested: Approval

Attachment: **Non-Renewal of Long-Term/Limited Contract Substitute Teachers**

Topic: Non-Renewal of Long-Term/Limited Contract Substitute Teachers
Presenter(s): Joel Milteer, Human Resource Director
<p>Background:</p> <p>In compliance with Minnesota statutes, we are required to terminate the teaching contracts of the District’s long-term/limited contract substitute teachers at the end of each school year.</p> <p>A long-term substitute by definition is one who worked all or part of the school year replacing a specific teacher who has return rights to his or her position. The contracts of the long-term substitutes must be terminated at the end of the school year. Failure to terminate these contracts could result in the district allocating two teachers in each affected position as the regular teachers exercise their right to return from leave.</p> <p>Attached is a resolution to non-renew the teaching contracts of the District’s long-term/limited contract substitute teachers.</p>
<p>Recommendation:</p> <p>Administration recommends approval of the resolution.</p>
<p>Alternatives:</p> <p>Do not approve the resolution and direct administration with next steps.</p>

**Special School District No. 6
(South St. Paul Public Schools)
State of Minnesota**

Inspector _____ moved the adoption of the following resolution:

**RESOLUTION RELATING TO THE NON-RENEWAL
OF LIMITED CONTRACT / LONG-TERM SUBSTITUTE TEACHERS**

WHEREAS, the following teachers are limited contract/long-term substitute teachers in Special School District No. 6.

BE IT RESOLVED by the School Board of Special School District No. 6, pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contracts of these limited contract/long-term substitute teachers in Special School District No. 6, are hereby terminated effective at the end of the 2023 – 2024 school year.

Jessica Costello Long-Term Substitute Elementary

BE IT FURTHER RESOLVED that written notice be sent to said teachers regarding non-renewal of their contracts in accordance with Minnesota law.

The motion for the adoption of the foregoing resolution was duly seconded by Inspector _____.

On a roll call vote, the following voted in favor:

Inspectors:

And the following voted against:

Whereupon said resolution was declared duly passed and adopted.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, April 22, 2024

Place on Agenda: Regular Agenda

Action Requested: Approval

Attachment: **Non-Renewal of Probationary Teachers**

Topic: Non-Renewal of Probationary Teachers
Presenter(s): Joel Milteer, Human Resource Director
Background: Each year, we must release a number of probationary teachers for various reasons, including student driven scheduling, changes in enrollment, budget reductions, curriculum changes, licensure issues, mid-year placements, and performance issues. Attached is a resolution to terminate the contracts of a number of probationary teachers. This resolution terminates teaching contracts for those listed, at the end of the current 2023-2024 school year, with non-renewal for the 2024-2025 school year.
Recommendation: Administration recommends approval of the resolution.
Alternatives: Do not approve the resolution and direct administration with next steps.

**Special School District No. 6
(South St. Paul Public Schools)
State of Minnesota**

Board Member _____ moved the adoption of the following resolution:

**RESOLUTION RELATING TO THE NON-RENEWAL
OF PROBATIONARY TEACHERS**

WHEREAS, the following teachers are probationary teachers in Special School District No. 6.

BE IT RESOLVED by the School Board of Special School District No. 6, pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contracts of these probationary teachers in Special School District No. 6, are hereby terminated effective at the end of the 2023-2024 school year.

Heidi Therres	1.0	Early Childhood Special Education Teacher	District Wide
Stephanie Edgeton	1.0	Special Education Teacher	Lincoln Center

BE IT FURTHER RESOLVED that written notice be sent to said teachers regarding non-renewal of their contracts in accordance with Minnesota law.

The motion for the adoption of the foregoing resolution was duly seconded by Board Member _____.

On a roll call vote, the following voted in favor:

Board Members:

And the following voted against:

Whereupon said resolution was declared duly passed and adopted.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, April 22, 2024

Place on Agenda: Regular Agenda

Action Requested: Approval

Attachment: **Discontinuing and Reducing Educational Programs and Positions**

Topic: Discontinuing and Reducing Educational Programs and Positions
Presenter(s): Joel Milteer, Human Resource Director
<p>Background:</p> <p>The district is proposing a resolution for the discontinuance of educational programs and positions to align staffing with projected enrollment for the 2024-25 school year. The district will discontinue the following positions and/or programs:</p> <ul style="list-style-type: none"> • K-12 Instructional Coordinator • World Language – Elementary Schools <p>As we continue to work through our staffing planning for the 2024-25 school year, there may be additional need to bring further reductions to the board later this Spring to ensure we are being fiscally responsible while working to maintain low class sizes for our students.</p> <p>We are now asking the School Board to approve the resolution for the above noted position eliminations and reductions for the 2024-25 school year.</p>
<p>Recommendation:</p> <p>Administration recommends approval of the resolution.</p>
<p>Alternatives:</p> <p>Do not approve the resolution and direct administration with next steps.</p>



**Special School District No. 6
(South St. Paul Public Schools)
State of Minnesota**

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION DISCONTINUING AND REDUCING
POSITIONS**

WHEREAS, the School Board of Special School District No. 6, South St. Paul, received and approved a recommendation from administration for a discontinuance/reduction of the K-12 Instructional Coordinator position at the District Office, to align staffing with the requirements of the Read Act, and

WHEREAS, administration is also recommending the discontinuance of World Language programming at the elementary level due to the sunseting of the IB curriculum at the elementary level, and

WHEREAS, said recommendations have been received and considered by the School Board.

BE IT RESOLVED by the School Board of Special School District No. 6, South St. Paul, as follows:

That the following teaching programs and positions, or portions thereof, be discontinued or reduced effective with the start of the 2024-25 school year:

1. K-12 Instructional Coordinator – District Office
2. World Language – Kaposia Education Center and Lincoln Center Elementary

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof:

and the following voted against:

Whereupon said resolution was declared duly passed and adopted.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, April 22, 2024

Place on Agenda: Regular Agenda: Business Item

Action Requested: Approval

Attachment:

Topic: 2023-2025 South St. Paul Principals' Association Collective Bargaining Agreement
Presenter(s): Human Resources Director Joel Milteer
<p>Background:</p> <p>The school district has reached a tentative agreement with South St. Paul Principals' Association for the contract period of July 1, 2023, to June 30, 2025. South St. Paul Principals voted in favor of the proposed contract on Monday, April 15, 2024. The proposed agreement is within the parameters established by the Board of Education.</p> <p>The components of the settlement have been provided to the School Board and the bargaining unit has voted in favor of this settlement. The Agreement includes the increases to the step schedules of 4.0% in year one and 3.0% in year two, market adjustments for each of the principal classifications to align our salaries with the median market salaries for principals, an increase to the district's 403(b) contribution beginning in year 2 of the contract, and increases to longevity pay after completion of specified years of service to the district.</p>
<p>Recommendation:</p> <p>Approve the agreement with South St. Paul Principals' Association Local Collective Bargaining Agreement, for the contract period of July 1, 2023, to June 30, 2025.</p>
<p>Alternatives:</p> <p>Do not approve the contract and direct administration with next steps.</p>



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: April 22, 2024

Place on Agenda: Regular Agenda/Business Items

Action Requested: Approval

Attachment: Acceptance of Gifts

Topic: Acceptance of Gifts
Presenter(s): Brady Hoffman, Finance Director
Background: Per school board policy, the School Board may receive and accept , for the benefit of the school district, bequests, donations of money or gifts for any purpose. All gifts received by the District must comply with applicable fire codes, health guidelines, and safety regulations (i.e. furniture, technology, and appliances).
Recommendation: Administration recommend the approval of the Acceptance of Gifts
Alternatives: Do not approve the Acceptance of Gifts and direct administration with next steps.

Board Meeting Date: April 22, 2024

Acceptance of Gifts

Monetary Donation Amount	Designated To	Donation From	Purpose
\$ 1,076.60	HS Volleyball Program	SSP Open Foundation	Donation for Volleyball Coach Salary
\$ 2,500.00	Kaposia Education Center	SSP Educational Foundation	Donation for Ninja Warrior Equipment
\$ 3,498.61	HS Hockey Program	SSP Open Foundation	Donation for Girls Hockey Coaches Salary

In-Kind Donation Item	Designated To	Donation From	Purpose