



South St. Paul School Board Meeting

Monday, June 24, 2024 6:00 PM

CITY HALL, 125 THIRD AVENUE NORTH, South St Paul, Minnesota 55075

I. ROLL CALL and PLEDGE OF ALLEGIANCE

II. APPROVAL OF MEETING AGENDA/MINUTES

II.A. School Board Meeting Agenda, June 24, 2024

II.B. May 28, 2024, Work Session and Regular Meeting Minutes and
June 10 Work Session Minutes

III. QUALITY-IN-ACTION and REPORTS

III.A. **Quality-in-Action:** Superintendent Zambreno will highlight the work of the District for their ongoing commitment to safety and security. Additionally, Dr. Zambreno will introduce a collaborative initiative between South St. Paul Public Schools and the City of South St. Paul, that established a foundational set of core values that reflect the aspirations, priorities, and shared vision for our schools and the entire community. (B. Zambreno)

III.B. **Report:** Chair John Raasch will highlight the Stakeholder Comments to the Board submissions. (J. Raasch)

III.C. **Report:** School Board members will highlight items from the Board's Work Sessions. (Board)

III.D. **Report:** Superintendent Zambreno will provide highlights from around the District. (B. Zambreno)

IV. CONSENT ITEMS

IV.A. Financial Claims: Bills Payable

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

V. POLICY REVIEW - *Policies Under Review for their Second of Three Readings*

V.A. #506 Student Discipline

V.B. #507 Corporal Punishment and Prone Restraint

V.C. #605 Alternative Programs

V.D. #607 Organization of Grade Levels (A. Winter)

V.E. #610 Field Trips (A. Winter)

V.F. #507.5 School Resource Officers (B. Zambreno)

VI. BUSINESS ITEMS

VI.A. Approval, for the South St. Paul School Board to approve the 2024-25 Resolution for Membership in the Minnesota State High School League. (B. Krueger)

VI.B. Approval, for the South St. Paul School Board to approve the girls' swimming cooperative agreement with Minnehaha Academy and Cristo-Rey beginning with the 2024-25 school year. (B. Krueger)

VI.C. Approval, for the South St. Paul School Board to approve the 2024-25 Student Teaching Agreement between Bemidji State University and South St. Paul Public Schools. (J. Milteer)

VI.D. Approval, for the South St. Paul School Board to approve the Independent Contract Agreement for the time period of July 1, 2024, to June 30, 2025. (J. Milteer)

VI.E. Approval, for the South St. Paul School Board to approve the 2024-25 Student Rights and Responsibilities Handbook. (C. Burckhardt)

VI.F. Approval, for the South St. Paul School Board to approve the Resolution Establishing Dates for Filing Affidavits of Candidacy. (L. Brandecker)

VI.G. Approval, for the South St. Paul School Board to approve the Gifts Report. (B. Hoffman)

VI.H. Approval, for the South St. Paul School Board to approve the Long-Term Facilities Maintenance for South St. Paul Public Schools. (B. Hoffman)

VI.I. Approval, for the South St. Paul School Board to approve the FY25 Budget. (B. Hoffman)

VII. INFORMATIONAL ITEMS

VII.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 - May 28, 2024

The School Board Work Session for South St. Paul Public Schools, Special School District 6, was held at City Hall on Tuesday, May 28, 2024. Vice Chair Anne Claflin called the work session to order at 5:04 PM with six Board members present: Claflin, T. Felton, W. Felton, Humann, Laliberte, and Weber. Chair Raasch was absent. Superintendent Dr. Brian Zambreno, several staff members and a couple of community members were also present.

Farewell and Welcome

School Board members and district leaders recognized and thanked Student School Board Representative Renata for her dedication, insightful contributions, and for effectively bringing the student voice to the table. The Board also welcomed the 2024-25 Student School Board Representatives Amal and Jackson to the table and look forward to partnering with them this next school year on this critical work.

Co-op Programs

Activities Director Brady Krueger shared that the Activities Department is seeking to establish cooperative agreements with partner schools to maintain a variety of extracurricular programs in line with the district's mission. Currently focusing on boys' and girls' swim programs as the girls' swim program has nine potential returning swimmers and the boys only four potential returning swimmers. Discussions have been initiated with Minnehaha Academy and Twin Cities Academy for the girls' program. Seeking a partner for the boys' swim program. Cooperative agreements are typically two-year commitments and are re-evaluated at the end of each cycle. There is potential return to standalone programs if participation numbers improve.

Additionally, Director Krueger is exploring cooperative agreements with charter schools attended by South St. Paul resident students who do not have access to athletic programs at their current schools. Noted instances where siblings of these students attend South St. Paul Schools.

The Board is in support of Director Krueger exploring these opportunities. An update will be provided at the June 24 meeting.

Public Relations and Community Engagement

Board members reviewed various activities and events they can participate in.

Board Committee Updates

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

Adjourn

The South St. Paul School Board adjourned their May 28, 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

May 28, 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 Tuesday, May 28, 2024. Vice Chair Anne Claflin called the meeting to order at 6:00 PM with six Board members present for roll call: Laliberte, T. Felton, Humann, Weber, W. Felton, and Claflin. Chair Raasch was absent. 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 Weber

That the South St. Paul School Board approves the May 28, 2024, School Board meeting agenda as well as minutes from the April 22, 2024, work session and regular meetings, and the May 13, 2024, work session.

Motion carried (6-0)

QUALITY-IN-ACTION AND REPORTS

Quality-in-Action - Activities Director Brady Krueger along with the winter and spring coaches and advisors, highlighted their respective seasons and students.

Quality-in-Action - **25-Year Employee Recognition:** Pete Schultz, Jennifer Sexauer, Robbyn Wincentsen, and Jeanne Zehnder.

Quality-in-Action - **2023-24 Retiree Recognition:** Elizabeth Adiani, Jana Beck, Beth Birnstengel, Lisa Boelter, Diane Boonstra, Elsa Kiflemariam, Linda King, Melissa Miller, Susan Nicholson, Linda Stein, Jean Watry, and Lynne Welsh.

Report - There were no Stakeholder Comments to the Board submissions this evening.

Work Session Report - Highlights were provided of the School Board's discussion at their work session meeting this evening. The item discussed was the athletic/co-op agreement.

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

CONSENT ITEMS

By Director W. Felton

Seconded by Director Humann

A. Financial Claims - Bills Payable

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

Motion Carried (6-0)

POLICY

By Director Laliberte

Seconded by Director Humann

Approval, of the following policies that have been under review for three consecutive meetings:

1. #102 Equal Opportunity
 2. #104 School District Mission Statement
 3. #403 Discipline, Suspension, and Dismissal of School District Employees
 4. #404 Employee Background Checks
 5. #413 Harassment and Violence
 6. #474 Staff Information Technology Acceptable Use Policy
 7. #501 School Weapon Policy
 8. #502 Search of Student Lockers, Desks, Personal Possessions, and Students Person
 9. #504 Student Appearance
 10. #505 Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
 11. #512 School-Sponsored Student Publications and Activities
 12. #514 Bullying
 13. #515 Protection and Privacy of Pupil Records
 14. #516.5 Overdose Medication
 15. #518 DNR-DNI Orders
 16. #520 Student Surveys and Form
 17. #521 Student Disability Nondiscrimination
 18. #526 Hazing Prohibition
 19. #528 Student, Parental, Family and Marital Status Nondiscrimination
 20. #530 Immunization Requirements
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21. #531 The Pledge of Allegiance
22. #536 Student Information Technology Acceptable Use Policy
23. #550 Attendance at State Tournaments
24. #611 Home Schooling
25. #613 Graduation Requirements
26. #706 Acceptance of Gifts

Motion carried (6-0)

BUSINESS ITEMS

By Director Humann Seconded by Director Weber
Approval, for the South St. Paul School Board to approve the Non-Renewal of Long-Term/Limited Contract Substitute Teachers.
Motion carried 6 yeas - Weber, W. Felton, Laliberte, T. Felton, Humann, and Claflin
0 nays

By Director Weber Seconded by Director Humann
Approval, for the South St. Paul School Board to approve the 2024-25 Continuance of Teachers' Contracts as listed.
Motion carried (6-0)

By Director W. Felton Seconded by Director Laliberte
Approval, for the South St. Paul School Board to approve the Education Identity and Access Management Board Resolution that designates Dr. Brian Zambreno as the Identified Official with Authority (IOwA) for Education Identity Access management for South St. Paul Public Schools 0006-03.
Motion carried 6 yeas - Laliberte, T. Felton, Humann, Weber, W. Felton, and Claflin
0 nays

By Director Humann Seconded by Director Weber
Approval, for the South St. Paul School Board to approve the Resolution Relating to the Non-Renewal of Probationary Teachers.
Motion carried 6 yeas - T. Felton, Humann, Weber, W. Felton, Laliberte and Claflin
0 nays

By Director Humann Seconded by Director Weber
Approval, for the South St. Paul School Board to approve the 2024-2027 Teacher Development and Evaluation Plan.
Motion carried (6-0)

By Director Humann

Seconded by Director Weber

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

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

By Director Humann

Seconded by Director Laliberte

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

Motion carried (6-0)

INFORMATIONAL ITEMS

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

CLOSED SESSION

By Director Weber

Seconded by Director W. Felton

Approval for the School Board to move to a closed session per the Open Meeting Law (Minn. Stat. § 13D.03) for independent employee negotiations. Closed Session officially began at 7:58 PM.

Motion carried (6-0)

Members present: Directors T. Felton, W. Felton, Humann, Laliberte, Weber, and Claflin as well as Superintendent Brian Zambreno, Human Resource Director Joel Milteer, and Finance Director Brady Hoffman.

ADJOURN

By Director Laliberte

Seconded by Director Humann

The School Board moved to open the closed session and adjourned the May 28, 2024, meeting at 8:30 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 - June 10, 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, June 10, 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 and community members were also present. Mayor Jimmy Francis, the SSP City Council, and City Administrator Ryan Garcia arrived at 5:35 PM.

Student Teacher Agreement

Human Resources Director Joel Milteer brought forth a student teacher placement agreement between Bemidji State University and South St. Paul School District beginning September 2024. To finalize the student teacher placement, approval of the agreement between Bemidji State University and South St. Paul Schools is necessary. This agreement and placement align with South St. Paul Schools Student Teaching Policy #437. The agreement will go before the Board for formal approval on June 24.

Student Rights and Responsibilities Handbook

Director of Student Services Dr. Candace Burckhardt provided an overview of the process district and school leaders used for updating the 2024-25 Student Rights & Responsibilities Handbook as well as a summary of updates that mostly reflect legislative changes and requirements. Dr. Burckhardt emphasized the continued dedication of district and school leaders in the upcoming year to refine the language and response strategies within the handbook. The goal is to foster a learning environment that is safe, welcoming and culturally inclusive learning environment.

This ongoing effort is crucial in ensuring that the handbook not only complies with legal standards but also reflects the district's commitment to equity and inclusivity. By continuously updating the handbook, the district aims to address the evolving needs of the student body, promote understanding and respect among students from diverse backgrounds, and create a supportive atmosphere conducive to academic and personal growth.

District leaders will have a full revised copy of the Student Rights and Responsibilities Handbook to Board members as soon as possible so they have time to review fully prior to it going before them for approval on June 24.

Resolutions

School Board Election - Lisa Brandecker, Manager of Administrative Services and Communications reviewed the election resolution that will go before the Board for approval on June 24. The resolution is a legal requirement for the conducting an election this fall for the three School Board seats that are up for election. The resolution includes details, such as filing period timeline, location, and fee for interested and eligible voters to file for the office of School Board member.

Minnesota State High School League Resolution - Ms. Brandecker also reviewed the Resolution for Membership, which is an annual resolution adopted by each Minnesota State High School League member school to renew their membership with the MSHSL. Each school's governing board agrees to adopt the Constitution, Bylaws, Policies and Regulations of the League and all amendments as are published in the latest edition of the League's Official Handbook, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. This annual resolution will go before the School Board for approval at their Monday, June 24 meeting.

Finance

Long-Term Facilities Maintenance - During the 2015 legislative session, the Legislature created a new facilities funding program – Long Term Facilities Maintenance revenue. This program replaced the previous Health and Safety and Deferred Maintenance programs. In order to qualify for this revenue, the Board must approve a 10-year Long Term Facilities Maintenance plan and submit it to the Minnesota Department of Education by July 31. This must be done annually. Finance Director Brady Hoffman reviewed two documents that were included in the meeting packet. The first is the revenue calculation that shows the estimated revenue for the next ten years, and the second is the expenditure plan that shows the estimated costs for the next ten years. This report will go before the Board for approval on June 24.

FY25 Budget- The Finance Director Brady Hoffman reviewed the 2024-2025 Budget Summary which included a description of fund, budget assumptions and proposed 2024-2025 budget for each of the following funds: General Fund, Food Service Fund, Community Service Fund and Debt Service Fund.

Core Values

City and School District leaders provided an update to the School Board and City Council on the rollout and timeline for their collaborative initiative that establishes a foundational set of core values that reflect the aspirations, priorities, and shared vision for our schools and entire community. These values - Respect, Pride, Collaboration, Integrity, Resilience, and Equity.

Stakeholder Comments to the Board

The Board Work Session was temporarily recessed at 6:30 PM for the Stakeholder Comments to the Board Session.

There was a submission that requested information and discussion on security cameras. One attendee requested the Board review Policy #402 - Disability NonDiscrimination Policy. The session adjourned at 6:35 PM.

The Board Work Session reconvened at 6:36 PM.

Public Relations and Community Engagement

Board members discussed events and opportunities to engage with our SSP community.

Board Committee Updates

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

Closed Session and Adjournment

By Director W. Felton

Seconded by Director Weber

Approval, for the South St. Paul School Board to move into a Closed session at 7:10 PM per the Open Meeting Law (Minn. Stat. 13D.03) for independent negotiations.

Motion carried (7-0)

By Director Human

Seconded by Director W. Felton

Approval, for the South St. Paul School Board to open the closed session and adjourn the June 10, 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: Stakeholder Comments to the Board

Presenter(s): Board Chair

At the Work Session and Regular Business Meeting, the Board Chair will provide an overview of the Stakeholder Comments to the Board 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](#). Stakeholder Comments to the Board sessions are held at the District Office (104 - 5th Avenue South) beginning at 6:30PM.
- **Electronic form Submissions** are accepted on all meeting dates listed on the [district's website](#). Click [here](#) to submit a Stakeholder Comment tot the Board.
 - Form submissions will be acknowledged by the 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 Stakeholder Comment to the Board form.

Passionate Learners Positively Changing Our World



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Place on Agenda: Reports

Action Requested: None

Attachment: None

Topic: Work Session Meeting Update
Presenter(s): Board
Background: School Board members will highlight items from the Work Session meeting.
Recommendation: N/A
Alternatives: N/A

Passionate Learners Positively Changing Our World



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. Zambreno
Background: Superintendent Dr. Brian Zambreno will provide highlights from around the District.
Recommendation: N/A
Alternatives: N/A

Passionate Learners Positively Changing Our World



Meeting Date: June 24, 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
205776	V	-1,317.65	06/06/2024	FIELD ENVIROMENTAL CONSULTING
205889	R	630.00	05/23/2024	ADVANTAGE EDUCATIONAL PROGRAMS
205890	R	322.44	05/23/2024	AMAZON CAPITAL SERVICES
205891	R	4,045.88	05/23/2024	AMERGIS HEALTHCARE STAFFING INC
205892	R	1,386.00	05/23/2024	BAXTER, ROBIN
205893	R	3,261.58	05/23/2024	CANON FINANCIAL SERVICES
205894	R	77.00	05/23/2024	CARTER, ADAM
205895	R	1,260.00	05/23/2024	CESO TRANSPORTATION LLC
205896	R	65.00	05/23/2024	CITICARGO & STORAGE
205897	R	60.00	05/23/2024	CORSELLO, ANNA
205898	R	75.00	05/23/2024	CROWN TROPHY
205899	R	43.90	05/23/2024	CULLIGAN-MILBERT COMPANY
205900	R	315.49	05/23/2024	DEMCO
205901	R	2,639.00	05/23/2024	EPIC SPECIAL EDUCATION STAFFING
205902	R	1,520.00	05/23/2024	FUNDRAISER BLANKETS
205903	R	1,935.23	05/23/2024	GRAPHIC EDGE DBA GAME ONE
205904	R	85.00	05/23/2024	GRIMM, JUSTIN
205905	R	600.00	05/23/2024	HAINLEN, ROBERT
205906	R	5,270.16	05/23/2024	HASTINGS BUS COMPANY
205907	R	3,530.10	05/23/2024	IND SCHOOL DISTRICT #197
205908	R	202.50	05/23/2024	INFINITE HEALTH COLLABORATIVE
205909	R	8,206.69	05/23/2024	INTERMEDIATE DISTRICT #917
205910	R	85.00	05/23/2024	KUSESKE, GRANT
205911	R	659.69	05/23/2024	KWIK TRIP EXTENDED NETWORK
205912	R	85.00	05/23/2024	LARSON, NICHOLAS
205913	R	123.40	05/23/2024	LINDENMEYR MUNROE
205914	R	405.56	05/23/2024	LINK INTERPRET
205915	R	3,500.00	05/23/2024	THE MASTER TEACHER
205916	R	7,128.00	05/23/2024	MATH LEARNING CENTER
205917	R	1,320.00	05/23/2024	MEDICINE LAKE TOURS
205918	R	191.38	05/23/2024	MENDEZ, ANGELA
205919	R	52.00	05/23/2024	MILLER, SUSANN
205920	R	312.50	05/23/2024	NCS PEARSON EDUCATION
205921	R	15,264.08	05/23/2024	NORTHLINE TRANSPORTATION
205922	R	90.00	05/23/2024	NOVAK, JANICE
205923	R	502.25	05/23/2024	PITNEY BOWES INC PURCHASE POWER
205924	R	250.00	05/23/2024	RED LINE CLUB
205925	R	108,476.39	05/23/2024	SAFEWAY BUS COMPANY
205926	R	95.28	05/23/2024	SCHOOL SPECIALTY LLC
205927	R	1,800.00	05/23/2024	SETHURAJU, RAJ
205928	R	85.00	05/23/2024	SJERVEN, CASON
205929	R	13,217.22	05/23/2024	SOLIANT HEALTH
205930	R	4,000.00	05/23/2024	SOUTH ST PAUL EDUCATION FOUNDATION
205931	R	85.00	05/23/2024	SPRINGER, NATHAN
205932	R	16,845.25	05/23/2024	SUNBELT STAFFING
205933	R	48,739.66	05/23/2024	TEACHERS ON CALL
205934	R	97,356.27	05/23/2024	TRANSPORTATION & DELIVERY INC
205935	R	2,230.17	05/23/2024	TRIO SUPPLY CO
205936	R	39,980.40	05/23/2024	UPPER LAKES FOODS
205937	R	675.00	05/23/2024	WAREHAM, PETE
205938	R	426.36	05/30/2024	CHILD SUPPORT SERVICES DIVISION
205939	R	1,707.31	05/30/2024	CST
205940	R	441.29	05/30/2024	DS ERICKSON & ASSOCIATES PLLC
205940	V	-441.29	05/30/2024	DS ERICKSON & ASSOCIATES PLLC
205941	R	438.50	05/30/2024	LOCAL #70
205942	R	1,560.40	05/30/2024	MINNESOTA CHILD SUPPORT PAYMENT CENTER

CHECK	CHE	AMOUNT	DATE	VENDOR
NUMBER	TYP			
205943	R	96.00	05/30/2024	NCPERS GROUP LIFE INS
205944	R	15,326.48	05/30/2024	NORTHLINE TRANSPORTATION
205945	R	205.75	05/30/2024	OFFICE AND PROF EMPLOYEES UNION
205946	R	12,929.77	05/30/2024	SOUTH ST PAUL TEACHER'S ASSOCIATION
205947	R	5.00	05/30/2024	SOUTH ST PAUL OPEN FOUNDATION
205948	R	60.00	05/30/2024	SOUTH ST PAUL EDUCATION FOUNDATION
205949	R	1,052.10	05/30/2024	SSP EASRP
205950	R	9,694.00	05/30/2024	ACT
205951	R	2,500.00	05/30/2024	ACTIVE INTERNET TECHNOLOGIES
205952	R	1,619.00	05/30/2024	AMAZON CAPITAL SERVICES
205953	R	3,238.50	05/30/2024	AMERGIS HEALTHCARE STAFFING INC
205954	R	2,528.75	05/30/2024	AMPERSAND THERAPY LLC
205955	R	1,500.00	05/30/2024	BACKUPIFY
205956	R	119,721.75	05/30/2024	COMPUTER INTEGRATION TECHNOLOGIES
205957	R	525.00	05/30/2024	CONCORDIA ACADEMY
205958	R	200.00	05/30/2024	CUSICK, REBECCA
205959	R	1,885.00	05/30/2024	EPIC SPECIAL EDUCATION STAFFING
205960	R	5,639.03	05/30/2024	FIRST SUPPLY LLC - TWIN CITIES
205961	R	154.00	05/30/2024	GLENN, DANEIKA
205962	R	1,473.57	05/30/2024	IND SCHOOL DISTRICT #625
205963	R	1,950.00	05/30/2024	INFINITE CAMPUS
205964	R	43,615.95	05/30/2024	INTERMEDIATE DISTRICT #917
205965	R	243.00	05/30/2024	LILY OF THE LIGHT LLC
205966	R	835.00	05/30/2024	LINDENMEYR MUNROE
205967	R	590.92	05/30/2024	LINK INTERPRET
205968	R	359.00	05/30/2024	MAD HATTER WELLNESS
205969	R	175.00	05/30/2024	MASSP
205970	R	160.00	05/30/2024	MN COUNCIL OF TEACHERS OF MATHEMATICS
205971	R	1,008.00	05/30/2024	MRI SOFTWARE LLC
205972	R	2,470.50	05/30/2024	RATWIK, ROSZAK & MALONEY PA
205973	R	610.00	05/30/2024	RICHARD ALAN PRODUCTIONS
205974	R	1,022.60	05/30/2024	SCHOOL SPECIALTY LLC
205975	R	6,204.00	05/30/2024	SOLIANT HEALTH
205976	R	440.00	05/30/2024	STOCKTON, STEPHANIE
205977	R	3,487.50	05/30/2024	SUNBELT STAFFING
205978	R	909.07	05/30/2024	T-MOBILE
205979	R	15,946.67	05/30/2024	TEACHERS ON CALL
205980	R	38.88	05/30/2024	XCEL ENERGY
205981	R	3,761.06	06/07/2024	ALLSTREAM
205982	R	18,500.00	06/07/2024	ALLSTREAM
205983	R	6,286.34	06/07/2024	AMAZON CAPITAL SERVICES
205984	R	3,037.50	06/07/2024	AMERGIS HEALTHCARE STAFFING INC
205985	R	2,890.00	06/07/2024	AMPERSAND THERAPY LLC
205986	R	942.68	06/07/2024	ANGELO'S PIZZA
205987	R	9,149.96	06/07/2024	BEVSO
205988	R	1,071.41	06/07/2024	BIMBO BAKERIES USA
205989	R	8,063.04	06/07/2024	BIX PRODUCE COMPANY
205990	R	250.00	06/07/2024	BOLTZS FAMILY MARTIAL ARTS ACADEMY
205991	R	214.74	06/07/2024	BREMER, COURTNEY
205992	R	191.38	06/07/2024	BUCNIS, SANDRA
205993	R	149.99	06/07/2024	CATALYST SOURCING SOLUTIONS
205994	R	1,201.56	06/07/2024	CINTAS
205995	R	1,015.00	06/07/2024	COMPLETE WEDDINGS + EVENTS
205996	R	52.95	06/07/2024	CULLIGAN-MILBERT COMPANY
205997	R	11,680.88	06/07/2024	DAKOTA COUNTY
205998	R	1,765.00	06/07/2024	DASH SPORTS LLC

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NUMBER	TYP	AMOUNT	DATE	VENDOR
205999	R	241.75	06/07/2024	DS ERICKSON & ASSOCIATES PLLC
206000	R	415.17	06/07/2024	EDUCATORS BENEFIT CONSULTANTS LLC
206001	R	1,508.00	06/07/2024	EPIC SPECIAL EDUCATION STAFFING
206002	R	13.30	06/07/2024	ESCOBEDO, ABBY
206003	R	400.00	06/07/2024	FAMILY TREE CLINIC
206004	R	1,317.65	06/07/2024	FIELD ENVIROMENTAL CONSULTING
206005	R	146.13	06/07/2024	GOLDCOM INC
206006	R	300.00	06/07/2024	GURSS, GERALD
206007	R	191.38	06/07/2024	HENDRICKSON, RENEE
206008	R	150.00	06/07/2024	KADLEC, MARY
206009	R	500.00	06/07/2024	KERNS, JOHN
206010	R	8.05	06/07/2024	KRECH, TINA
206011	R	110.16	06/07/2024	KUEHN, KIMBERLY
206012	R	21.25	06/07/2024	LEMAY, MONICA
206013	R	871.00	06/07/2024	LIND MARKETING
206014	R	19,200.00	06/07/2024	MATH FOR LOVE LLC
206015	R	57.00	06/07/2024	MATHEWS, KYLIE
206016	R	287.07	06/07/2024	MEISSNER, MICAH
206017	R	482.14	06/07/2024	MINNESOTA CLAY USA
206018	R	154.00	06/07/2024	MOHN, MONICA
206019	R	475.00	06/07/2024	MULTI-HEALTH SYSTEMS, INC C/O T60002
206020	R	4,219.56	06/07/2024	MUSKEGON HEIGHTS SOLAR LLC
206021	R	405.67	06/07/2024	NETWORK SERVICES COMPANY
206022	R	40,000.48	06/07/2024	NORTHLINE TRANSPORTATION
206023	R	80.00	06/07/2024	NOVAK, JANICE
206024	R	338.76	06/07/2024	OFFICE DEPOT
206025	R	34.00	06/07/2024	PIEKARSKI, DIAN
206026	R	12.18	06/07/2024	PITNEY BOWES INC PURCHASE POWER
206027	R	330.26	06/07/2024	PLUNKETT'S PEST CONTROL
206028	R	146.39	06/07/2024	PREFERRED SHIPPING INC
206029	R	1,000.00	06/07/2024	RED LINE CLUB
206030	R	94,147.43	06/07/2024	SAFEWAY BUS COMPANY
206031	R	30,914.05	06/07/2024	SCHOLASTIC INC
206032	R	89.70	06/07/2024	SCHOOL SPECIALTY LLC
206033	R	5,216.30	06/07/2024	SOLIANT HEALTH
206034	R	1,400.00	06/07/2024	SOUTH ST PAUL OPEN FOUNDATION
206035	R	7,009.65	06/07/2024	SQUIRES WALDSPURGER & MACE PA
206036	R	78.54	06/07/2024	STACK-JOHNSON, SUE
206037	R	2,790.00	06/07/2024	SUNBELT STAFFING
206038	R	35,934.46	06/07/2024	TEACHERS ON CALL
206039	R	450.00	06/07/2024	TOAY, GRETCHEN
206040	R	4,460.47	06/07/2024	TRIO SUPPLY CO
206041	R	30,045.87	06/07/2024	UPPER LAKES FOODS
206042	R	2,995.16	06/07/2024	XCEL ENERGY
206043	R	961.95	06/07/2024	ZANER-BLOSER
206044	R	426.36	06/14/2024	CHILD SUPPORT SERVICES DIVISION
206045	R	438.50	06/14/2024	LOCAL #70
206046	R	1,560.40	06/14/2024	MINNESOTA CHILD SUPPORT PAYMENT CENTER
206047	R	205.75	06/14/2024	OFFICE AND PROF EMPLOYEES UNION
206048	R	5.00	06/14/2024	SOUTH ST PAUL OPEN FOUNDATION
206049	R	60.00	06/14/2024	SOUTH ST PAUL EDUCATION FOUNDATION
206050	R	1,030.23	06/14/2024	SSP EASRP
206051	R	19.98	06/14/2024	ACE HARDWARE & PAINT
206052	R	2,679.22	06/14/2024	AMAZON CAPITAL SERVICES
206053	R	4,389.90	06/14/2024	ARVIG
206054	R	77.00	06/14/2024	BACKLUND, CHAD

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NUMBER	TYP	AMOUNT	DATE	VENDOR
206055	R	75.45	06/14/2024	BATTERIES PLUS BULBS
206056	R	4,850.00	06/14/2024	BAUER SERVICES
206057	R	642.27	06/14/2024	BUILDING CONTROLS GROUP
206058	R	1,021.07	06/14/2024	CAPITAL ONE TRADE CREDIT
206059	R	332.35	06/14/2024	CENTRAL TURF & IRRIGATION SUPPLY
206060	R	226.94	06/14/2024	CINTAS
206061	R	65.00	06/14/2024	CITICARGO & STORAGE
206062	R	5,088.74	06/14/2024	CITY OF SOUTH ST PAUL - UTILITIES
206063	R	6,286.40	06/14/2024	COMPUTER INTEGRATION TECHNOLOGIES
206064	R	508.02	06/14/2024	CONTINENTAL CLAY CO
206065	R	425.00	06/14/2024	CONVERGINT TECHNOLOGIES LLC
206066	R	52.85	06/14/2024	CULLIGAN-MILBERT COMPANY
206067	R	562.30	06/14/2024	DAKOTA SUPPLY GROUP
206068	R	427.61	06/14/2024	DECKER EQUIPMENT
206069	R	1,274.00	06/14/2024	DRENTEL, JASON
206070	R	6,022.63	06/14/2024	EGAN
206071	R	758.10	06/14/2024	FIRST SUPPLY LLC - TWIN CITIES
206072	R	163.80	06/14/2024	GERTEN GREENHOUSES & GARDEN CENTER
206073	R	337.22	06/14/2024	GRAINGER INC
206074	R	16.50	06/14/2024	HORNER, SARAH
206075	R	1,889.00	06/14/2024	JB OFFICEWORKS LLC
206076	R	971.56	06/14/2024	KWIK TRIP EXTENDED NETWORK
206077	R	679.00	06/14/2024	LORENZ RECOGNITION
206078	R	6,762.29	06/14/2024	MACKIN EDUCATIONAL RESOURCES
206079	R	377.25	06/14/2024	MARK'S PLUMBING PARTS
206080	R	3,300.00	06/14/2024	METROPOLITAN STATE UNIVERSITY
206081	R	45.00	06/14/2024	MIDWEST SPECIAL INSTRUMENTS
206082	R	15,650.00	06/14/2024	MIDWEST EDUCATIONAL CONSULTANTS INC
206083	R	28.87	06/14/2024	MINNESOTA LOCKS
206084	R	283.00	06/14/2024	MRI SOFTWARE LLC
206085	R	199.88	06/14/2024	NAPA AUTO PARTS
206086	R	1,461.44	06/14/2024	NASSEFF MECHANICAL CONTRACTORS
206087	R	458.55	06/14/2024	NETWORK SERVICES COMPANY
206088	R	6,280.62	06/14/2024	NITTI SANITATION
206089	R	1,000.00	06/14/2024	POSTMASTER, SOUTH ST PAUL
206090	R	575.30	06/14/2024	PROFESSIONAL WIRELESS COMMUNICATIONS
206091	R	63.40	06/14/2024	PROPIO LS LLC
206092	R	216.20	06/14/2024	SCHOOL SPECIALTY LLC
206093	R	51.78	06/14/2024	ST PAUL INDOOR TENNIS CLUB
206094	R	175.00	06/14/2024	TEAMWORKS INTERNATIONAL INC
206095	R	99,225.93	06/14/2024	TRANSPORTATION & DELIVERY INC
206096	R	254.83	06/14/2024	TWIN CITY JANITOR SUPPLY INC
206097	R	964.04	06/14/2024	TWIN CITY HARDWARE CO
206098	R	834.32	06/14/2024	UNITED REFRIGERATION INC
206099	R	514.00	06/14/2024	VOSS LIGHTING
206100	R	77.00	06/14/2024	WITTAS, KINDRA
206101	R	21,599.58	06/14/2024	XCEL ENERGY
206102	R	101.04	06/14/2024	MAC ENTERPRISES LLC
206103	R	306.60	06/14/2024	MY PROJECTOR LAMPS USA
206104	R	49.50	06/20/2024	ABC RENTALS
206105	R	735.86	06/20/2024	AMAZON CAPITAL SERVICES
206106	R	3,442.50	06/20/2024	AMERGIS HEALTHCARE STAFFING INC
206107	R	1,572.50	06/20/2024	AMPERSAND THERAPY LLC
206108	R	245.00	06/20/2024	BRECK SCHOOL
206109	R	3,261.58	06/20/2024	CANON FINANCIAL SERVICES
206110	R	400.00	06/20/2024	CPI

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NUMBER	TYP	AMOUNT	DATE	VENDOR
206111	R	97.23	06/20/2024	CULLIGAN-MILBERT COMPANY
206112	R	413.00	06/20/2024	DASH SPORTS LLC
206113	R	700.00	06/20/2024	DEWALD, RINA
206114	R	1,508.00	06/20/2024	EPIC SPECIAL EDUCATION STAFFING
206115	R	48.00	06/20/2024	GRAND RAPIDS PUBLIC SCHOOLS
206116	R	930.00	06/20/2024	GUTZMAN, DEB
206117	R	168.75	06/20/2024	INFINITE HEALTH COLLABORATIVE
206118	R	12,216.00	06/20/2024	INTERMEDIATE DISTRICT #917
206119	R	8,122.00	06/20/2024	INVER WOOD GOLF COURSE
206120	R	4,375.95	06/20/2024	JOSTENS
206121	R	200.00	06/20/2024	MAHTOMEDI HIGH SCHOOL
206122	R	149.36	06/20/2024	MINNESOTA CLAY USA
206123	R	62.05	06/20/2024	ORIGINAL WORKS YOURS INC
206124	R	832.94	06/20/2024	PITNEY BOWES INC
206125	R	1,013.05	06/20/2024	PITNEY BOWES INC PURCHASE POWER
206126	R	100.00	06/20/2024	REGION 4A
206127	R	10,839.22	06/20/2024	SOLIANT HEALTH
206128	R	6,277.50	06/20/2024	SUNBELT STAFFING
206129	R	16,928.46	06/20/2024	TRANSPORTATION & DELIVERY INC
206130	R	4,171.99	06/20/2024	TUMBL TRACK
202300588	W	49,048.35	05/30/2024	MINNESOTA PAYROLL TAXES
202300589	W	293,522.71	05/30/2024	FEDERAL PAYROLL TAXES
202300590	W	703.76	05/30/2024	MN DEPT OF REVENUE
202300591	W	46,774.48	05/30/2024	PERA
202300592	W	56,610.71	05/30/2024	TSA/ACH DEDUCTION
202300593	W	157,479.29	05/30/2024	TEACHER RETIREMENT ASSOCIATION
202300594	W	7.63	05/30/2024	PERA
202300596	W	8.80	05/30/2024	PERA
202300599	W	45,743.46	06/14/2024	MINNESOTA PAYROLL TAXES
202300600	W	273,472.06	06/14/2024	FEDERAL PAYROLL TAXES
202300601	W	725.15	06/14/2024	MN DEPT OF REVENUE
202300602	W	45,413.61	06/14/2024	PERA
202300603	W	55,845.89	06/14/2024	TSA/ACH DEDUCTION
202300604	W	146,787.77	06/14/2024	TEACHER RETIREMENT ASSOCIATION
202300605	W	0.00	06/14/2024	MINNESOTA PAYROLL TAXES
202300606	W	0.00	06/14/2024	FEDERAL PAYROLL TAXES
202300607	W	13,292.96	05/31/2024	MEDSURETY
202300608	W	1,152.00	05/06/2024	MEDSURETY
202300609	W	242.00	05/15/2024	HEALTH PARTNERS
202300610	W	80,671.70	05/28/2024	HEALTH PARTNERS
202300611	W	149,864.20	06/03/2024	HEALTH PARTNERS
202300612	W	72,884.83	06/10/2024	HEALTH PARTNERS
202300613	W	184,045.78	06/17/2024	HEALTH PARTNERS
202300614	W	92,718.50	05/31/2024	HEALTH PARTNERS
202300615	W	91,970.00	05/01/2024	HEALTH PARTNERS
202300616	W	6,904.22	06/17/2024	PITNEY BOWES INC PURCHASE POWER
202300617	W	1,149.00	06/07/2024	MEDSURETY
232400557	A	90.00	05/30/2024	AHSENMACHER WINTER, AMY
232400558	A	90.00	05/30/2024	ANDERSON, CHAD
232400559	A	90.00	05/30/2024	BARTER, ANDREW
232400560	A	90.00	05/30/2024	BAUER, MEREDITH
232400561	A	90.00	05/30/2024	BERCHTOLD, JAMIE
232400562	A	90.00	05/30/2024	BOURG, LEAH
232400563	A	294.00	05/30/2024	BRANDECKER, LISA
232400564	A	90.00	05/30/2024	BRETOI, TERRENCE
232400565	A	90.00	05/30/2024	BURCKHARDT, CANDACE

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NUMBER	TYP	AMOUNT	DATE	VENDOR
232400566	A	90.00	05/30/2024	CHILDS, DANETTE
232400567	A	509.71	05/30/2024	EBERT, LORI
232400568	A	100.01	05/30/2024	FAVILA RENVILLE, LUIS
232400569	A	90.00	05/30/2024	FENTON, MARK
232400570	A	27.98	05/30/2024	FRANTZEN, MEGAN
232400571	A	254.83	05/30/2024	FREMSTAD, EMILEE
232400572	A	313.78	05/30/2024	GAMEZ, LESLY
232400573	A	47.30	05/30/2024	HANLEY, KATHLEEN
232400574	A	90.00	05/30/2024	HANSEN, JODY
232400575	A	90.00	05/30/2024	HOFFMAN, BRADY
232400576	A	537.70	05/30/2024	HOLSEN, ERIC
232400577	A	45.00	05/30/2024	JACOBS-BUSE, LINDA
232400578	A	90.00	05/30/2024	KRUEGER, BRADY
232400579	A	45.00	05/30/2024	LENTSCH, PETER
232400580	A	81.88	05/30/2024	LEVINE, SANDRA
232400581	A	45.00	05/30/2024	LOUGH, LAWRENCE
232400582	A	90.00	05/30/2024	MILTEER, JOEL
232400583	A	90.00	05/30/2024	MOSES, CHRISTINA
232400584	A	90.00	05/30/2024	OCHOCKI, CHARLES
232400585	A	45.00	05/30/2024	OSTER, PATRICK
232400586	A	45.00	05/30/2024	PENMAN, MICHELLE
232400587	A	90.00	05/30/2024	PETERSON, LORI
232400588	A	121.75	05/30/2024	RENVILLE SOTO, COURTNEY
232400589	A	69.04	05/30/2024	RITZER, ELIZABETH
232400590	A	34.49	05/30/2024	SANCHEZ LUNA, ZULY
232400591	A	90.00	05/30/2024	SCHWAB, ROBIN
232400592	A	90.00	05/30/2024	SEXAUER, JENNIFER
232400593	A	19.83	05/30/2024	SKELLY, CHRISTOPHER
232400594	A	90.00	05/30/2024	TAYLOR MINER, MELANEE
232400595	A	59.99	05/30/2024	THERRES, MARTHA
232400596	A	82.02	05/30/2024	TUCCITTO, SANDRA
232400597	A	45.00	05/30/2024	VANDERBILT, TONY
232400598	A	90.00	05/30/2024	WELLS, TRAVIS
232400599	A	59.94	05/30/2024	WRIGHT, AUBREY
232400600	A	90.00	05/30/2024	ZAMBRENO, BRIAN
232400601	A	90.00	05/30/2024	ZEHNDER, JEAN
232400602	A	20.94	05/30/2024	ZIMMERMAN, AARON
232400603	A	19.43	06/07/2024	BECRAFT, BENJAMIN
232400604	A	45.56	06/07/2024	BRANDECKER, LISA
232400605	A	194.76	06/07/2024	EMERY, HEATHER
232400606	A	251.66	06/07/2024	HABER, CHARLOTTE
232400607	A	220.24	06/07/2024	HARRISON, ANDREW
232400608	A	128.37	06/07/2024	HOFFMAN, BRADY
232400609	A	39.19	06/07/2024	HOLSEN, ERIC
232400610	A	177.08	06/07/2024	NEU, MEGHAN
232400611	A	17.30	06/07/2024	PALMQUIST, DAVID
232400612	A	38.97	06/07/2024	ROSZAK, ELIZABETH
232400613	A	34.39	06/07/2024	SARACENO, DANIELLE
232400614	A	162.14	06/07/2024	SWENSON, SHANNON
232400615	A	58.69	06/07/2024	THERRES, HEIDI
232400616	A	17.97	06/17/2024	GROSS, ERIN
232400617	A	431.33	06/17/2024	HOLSEN, ERIC
232400618	A	86.64	06/17/2024	KAUFMAN, LISA
232400619	A	296.99	06/17/2024	LENARZ, TAMMY
232400620	A	180.00	06/17/2024	ROCK, JESSE
232400621	A	60.31	06/17/2024	SPREIGL, REBECCA

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NUMBER	TYP	AMOUNT	DATE	VENDOR
232400622	A	183.11	06/17/2024	WOHLERS, DARI
232400623	A	24.52	06/20/2024	SARACENO, DANIELLE
232400624	A	1,293.98	06/20/2024	WESTPFAHL, MARK
		3,181,664.79	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	1,125,395.93	1,250.00	1,147,494.95	2,274,140.88
02	FOOD SERVICE	22,163.14	37.85	96,832.44	119,033.43
04	COMMUNITY EDUCATION	46,092.61	57.00	12,547.39	58,697.00
05	CAPITAL	1,592.92	0.00	43,101.46	44,694.38
20	INTERNAL SERVICE	0.00	0.00	26,083.65	26,083.65
21	MEDICAL	0.00	0.00	646,313.36	646,313.36
50	ACTIVITY ACCOUNT	12,702.09	0.00	0.00	12,702.09
***	Fund Summary Totals ***	1,207,946.69	1,344.85	1,972,373.25	3,181,664.79

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

CHECKRUNS

FUND	DESCRIPTION	May 23, 2024 - June 20, 2024
1	GENERAL	\$ 2,274,140.88
2	FOOD SERVICE	119,033.43
4	COMMUNITY EDUCATION	58,697.00
5	CAPITAL	44,694.38
7	DEBT SERVICE	-
20	INTERNAL SERVICE	672,397.01
50	ACTIVITY ACCOUNTS	<u>12,702.09</u>
	TOTAL	\$ 3,181,664.79

PAYROLL		5/30/24 & 6/14/24
Payroll Direct Deposit	900103117-900104199	\$ 1,657,088.22



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: June 24, 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.

Passionate Learners Positively Changing Our World

Certified

A. Appointments/Reassignments

1. Shane Eggerstedt, BILT, Secondary Location, \$270.00 stipend, effective 2023-2024 school year.
2. Dr. Scott Sundstrom - 1.0 FTE Instruction and Achievement Coordinator, District Office, \$104,374 per year, effective 2024-2025 school year.
3. Joseph Hunter - 0.6 FTE Media Specialist, Middle School - Secondary Location, MA, Step 18, effective 2024-2025 school year
4. Kayla Rogers - Nurse Consultant - Community Education Programs, CSCC, \$39.00 per hour, as needed up to 40 hours a week, effective 2024-2025 school year.
5. Emilee Fremstad - ESY Summer Special Education Teacher, Lincoln Elementary, \$31.50 per hour, 4 hours per day, 4 days a week, June 27, 2024 to July 25, 2024.
6. Brenda Miller - 1.0 FTE, Special Education Teacher, Kaposia Elementary, MA+15, ~~Step 7~~, Step 20, effective 2024-2025 school year. **(Revised Steps)**
7. Lawrence Britton - ESY Summer Teacher, Middle School - Secondary Location, \$31.50 per hour, 4 hours a day, 4 days a week, effective June 27, 2024 to July 25, 2024.
8. Allison Olson - ESY Summer Teacher, Lincoln Elementary, \$31.50 per hour, 2.5 hours a day, 4 days a week, effective June 27, 2024 to July 25, 2024.
9. Linda Gilbert - ESY Summer Teacher, High School - Secondary Location, \$31.50 per hour, 4 hours a day, 4 days a week, effective June 27, 2024 to July 25, 2024.
10. Allison Olson - 1.0 FTE ECSE Special Education Teacher, Lincoln Elementary, MA, Step 2, effective 2024-2025 school year.
11. Mara Seurer - 1.0 FTE Emotional and Behavioral Disorder - Special Education Teacher, Lincoln Elementary, BA, Step 4, effective 2024-2025 school year.
12. Heidi Therres - 1.0 FTE ECSE Teacher, District Office, BA+30, Step 1, effective 2024-2025 school year.
13. Nick Foster-Walters - 0.5 FTE Art Teacher, Middle School - Secondary Location, MA, Step 4, effective 2024-2025 school year.
14. Vannessa Buth - 1.0 Elementary Teacher - Grade 1, Kaposia Elementary, BA, Step 6, effective 2024-2025 school year.
15. Lael Booth - 1.0 FTE College & Career Internship TOSA, High School - Secondary Location, MA, Step 17, effective 2024-2025 school year.

2024-2025 ECA

Ryan Duffy	Baseball Head Coach	3 days x \$51.77/day = \$155.31
Scott Sundly	Baseball Asst. Coach	3 days x \$36.68/day = \$110.04
David Palmquist	Golf Boys' Head Coach	1 day x \$37.39/day = \$37.39
Nina Riesselman	Tennis Boys' Co-Head Coach	1 day x \$33.44/day = \$33.44
Jesse Rock	Tennis Boys' Co-Head Coach	1 day x \$33.44/day = \$33.44
Allison Binder	Softball Head Coach	4 days x \$51.77/day = \$207.08
Tyne Grefe	Softball Asst. Coach	4 days x \$36.68/day = \$146.72
Tom Hart	Track Coach	9 days x \$63.26/day = \$506.08
Jillian Hart	Track Coach	9 days x \$42.31/day = \$338.48
Patrick Bookler	Track Coach	9 days x \$42.31/day = \$338.48
Spreigl, Manuel	Summer Strength Camp Coach	\$23.00 (staff) per hour
Kennealy, Tim	Summer Strength Camp Coach	\$23.00 (staff) per hour
LaRose, Tyler	Summer Strength Camp Coach	\$23.00 (staff) per hour
Sundly, Scott	Summer Strength Camp Coach	\$23.00 (staff) per hour
Reynolds, Todd	Summer Strength Camp Coach	\$23.00 (staff) per hour
Duffy, Ryan	Summer Strength Camp Coach	\$23.00 (staff) per hour
Douglas, Isaac	Summer Strength Camp Coach	\$23.00 (staff) per hour
Edwards, Darren	Summer Strength Camp Coach	\$23.00 (staff) per hour
Vener, Mitch	Summer Strength Camp Coach	\$18.00 (non-staff) per hour
Hart, Tom	Summer Soccer Camp Coach	true volunteer
Douglas, Isaac	Summer Basketball Camp Coach	true volunteer
Peterson, Lindsay	Summer Basketball Camp Coach	true volunteer
Sweeney, Coleman	Summer Basketball Camp Coach	true volunteer
LaRose, Tyler	Summer Volleyball Camp Coach	true volunteer
Higley, Nikki**	Summer Volleyball Camp Coach	true volunteer
Martinez, Carina**	Summer Volleyball Camp Coach	true volunteer
Vasquez, Aleah**	Summer Volleyball Camp Coach	true volunteer
Renteria, LeAnne**	Summer Volleyball Camp Coach	true volunteer
Spreigl, Rebecca	Summer Tennis Camp Coach	true volunteer
Sunday, Dave	Summer Tennis Camp Coach	true volunteer
Nihart, Don	Summer Wrestling Coach	true volunteer
Trevino, Jose	Summer Wrestling Coach	true volunteer
Roddis, Aaron	Summer Wrestling Coach	true volunteer
Tuttle, Faith	Summer Wrestling Coach	true volunteer
Bjorklund, Randy	Summer Wrestling Coach	true volunteer
Burns, Alex	Summer Wrestling Coach	true volunteer

* indicates non-district employee

** indicates returning non-district employee

B. Assignment Changes

1. Melissa Hinkle - Change from .5 FTE Math and .5 FTE Science Teacher, Middle School, to 1.0 FTE Science Teacher, Middle School, effective 2024-2025 school year.
2. Margaret Palumbo - Change from .5 FTE Focus Program and .5 FTE Site Solutions Team, Middle School, to .8 FTE Health/Phy Ed and .2 FTE DAPE Teacher, Middle School, effective 2024-2025 school year.
3. Alyson Winter - Change from 1.0 FTE Spanish Teacher, Kaposia Elementary, to .8 Spanish and .2 Applied Math(ADSIS) Teacher, Middle School, effective 2024-2025 school year.

C. Resignations/Retirements/Leaves/Reductions/Other

1. Cassandra Webb - Resignation, Special Education Teacher, Lincoln Elementary, effective June 7, 2024.
2. Ezra Herscovici - Resignation, 6th Grade Science Teacher, Secondary Location, effective June 7, 2024.
3. Lucy Schnell - Resignation, School Social Worker, Kaposia Elementary, effective 2024-2025 school year.

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

6-24-2024

Classified

A. Appointments/Reassignments

1. Evalyna Satar - Kids Choice Program Assistant, Kaposia Elementary, \$18.86 per hour, Up to 5.5 hours per day, effective June 21, 2024.
2. Kelly Schommer - Kids Choice Program Assistant - Summer Only, Kaposia Elementary, \$18.86 per hour, 5.5 hours per day, 2 days a week, effective June 7, 2024 to August 23, 2024.
3. Makayla Griffin - Early Learning Asst - Summer Only, Family Education Center, \$18.53 per hour, 4 hours per day, effective June 13, 2024 to August 15, 2024.
4. Sesaria Kittelson - Kids Choice Program Assistant - Summer Only, Kaposia Elementary, \$18.86 per hour, up to 5.5 hours per day, effective June 7, 2024 to August 23, 2024.
5. Marta Flores - PT Cleaner, Temporary - Summer Only, Secondary Location, ~~\$18.66~~ \$18.21 per hour, 6-8 hours per day, effective June 17, 2024 (**Revised Salary**)

6. Yamuna Satsangi - ESY HS Special Education Paraprofessional - Secondary Location, \$20.16 per hour, 3.75 hours per day, effective June 27, 2024.
7. Katherine Tigan - Early Learning Asst - Summer Early Learning, Family Education Center, \$18.53 per hour, 3.5 hours per day, effective June 13, 2024 to August 15, 2024.
8. Chrys Andrae - Special Education Assistant - Summer ESY, High School - Secondary Location, \$20.16 per hour, 3.75 hours per day, 4 days a week, effective June 27, 2024 to July 25, 2024.
9. Nicolle Houseman - Kids Choice Program Assistant - Summer Only, Kaposia Elementary, \$18.86 per hour, 5.5 hours per day, 3 days a week, effective June 25, 2024 to August 23, 2024.
10. Ariel Moralez - ESY Summer Special Education Assistant, Lincoln Elementary, \$20.16 per hour, 3.75 hours per a week, 4 days a week, effective June 27, 2024 to July 25, 2024.
11. Jessica Follmer - ESY Summer Special Education Assistant, Lincoln Elementary, \$20.16 per hour, 3.75 hours per a week, 4 days a week, effective June 27, 2024 to July 25, 2024.
12. Joanne Woods - ESY Summer Special Education Assistant, Lincoln Elementary, \$20.16 per hour, 3.75 hours per a week, 4 days a week, effective June 27, 2024 to July 25, 2024.
13. Tyler Menne - Summer PT Cleaner, Secondary Location, \$18.21 per hour, 4 days a week, 8 hours per day, effective June 17, 2024 to August 23, 2024.
14. Colin Iverson - Summer PT Cleaner, Secondary Location, \$18.21 per hour, 4 days a week, 8 hours per day, effective June 17, 2024 to August 23, 2024.
15. Rebecca Brezniak - Summer PT Cleaner, Kaposia Elementary, \$18.21 per hour, 4 days a week, 8 hours per day, effective June 10, 2024 to August 23, 2024.
16. Zuly Sanchez Luna - Kids Choice Program Assistant - Summer Only, Kaposia Elementary, \$18.86 per hour, 5.5 hours per day, effective June 7, 2024 to August 23, 2024.
17. Kara Robinson - 1.0 FTE, Administrative Assistant to Building Principal, Kaposia Elementary, Clerical Classification V, Step 1, \$24.50 per hour, effective July 1, 2024.
18. Peyton Wagner - ESY Summer Special Education Assistant, Lincoln Elementary, \$20.16 per hour, 2.25 hours per day, 4 days a week, effective June 27, 2024 to July 25, 2024.
19. Vidmarie Pumarejo-Torrens - ESY Summer Special Education Assistant, Lincoln Elementary, \$20.16 per hour, 2.25 hours per day, 4 days a week, effective June 27, 2024 to July 25, 2024.
20. Alexis Hewitt - Kid's Choice Program Assistant, Kaposia Elementary, \$18.86 per hour, Up to 5.5 hours per day, effective June 7, 2024.

B. Assignment Changes

1. Eric Hanson - Change from Student Support Assistant, Middle School, to Special Education Assistant, High School, effective 2024-2025 school year.
2. Lisa Natvig - Temporary change PT Cleaner, Secondary Location to Summer Cleaner Lead, Secondary Location, \$19.71 per hour, Up to 24 hours a week, effective June 10, 2024 to August 29, 2024.

C. Resignations/Retirements/Leaves/Reductions/Other

1. Lori Lane - Resignation, Admin. Assistant to District Office & Nutrition Services, District Office, effective June 12, 2024.
2. Serenity Belmares - Resignation, Paraprofessional, Lincoln Elementary, effective June 6, 2024.
3. Amanda Zerwas - Termination, Student Supervisor, Lincoln Elementary, effective June 5, 2024.
4. Candice Evanoff - Resignation, Kids Choice - Summer Only, Kaposia Elementary, effective June 6, 2024.
5. Montserrat Valdepena - Resignation, Kids Choice - Summer Only, Kaposia Elementary, effective June 6, 2024.
6. Hannah Maloney - Resignation, Student Support Supervisor, Kaposia Elementary, effective June 6, 2024.
7. Brenda Mendoza Arguello - Resignation, Student Support Supervisor, Kaposia Elementary, effective June 6, 2024.
8. Chris Anderson - Resignation, Special Education Paraprofessional, Kaposia Elementary, effective June 7, 2024.
9. Timothy Borgan - Leave of Absence, PT Cleaner, Secondary Building, effective June 10, 2024 through August 30, 2024.
10. Paul Peterson - Leave of Absence, PT Cleaner, Secondary Building, effective June 10, 2024 through August 30, 2024.
11. Susan Keenan - Leave of Absence, PT Cleaner, Secondary Building, effective June 10, 2024 through August 30, 2024.
12. Joan Hoye - Leave of Absence, PT Cleaner, Secondary Building, effective June 10, 2024 through August 30, 2024.



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: June 24, 2024
Place on Agenda: Regular Business Meeting Agenda
Action Requested: Review Only
Attachment: 506, 507, 605, 607, 610, 507.5

Topic: Policy Review – Second 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 for their first reading on June 12. The second reading is being done at this meeting and the third and final review and approval is scheduled for July 22, 2024.</p>
Recommendation: <p>Review only.</p>
Alternatives: <p>N/A</p>

Passionate Learners Positively Changing Our World



Adopted: October 5, 1993

MSBA/MASA Model Policy 506

Orig. 1995

*Revised: 1/24/05; 10/10/05; 11/28/11; 9/9/13; 4/28/14; 5/9/16; 5/22/17;
9/10/18; 1/13/20; 6/26/23*

Rev. 2024

506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

In view of the foregoing and in accordance with Minnesota Statutes section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community



members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. DEFINITIONS

- A. "Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).
- B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include nonexclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with section Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
1. for a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;



2. a pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. the school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the person's his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to or prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, in exercising the person's teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student to or prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's



head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.
- I. Reasonable Force Reports
1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).
 2. Beginning with the 2024-2025 school year, the school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
 3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from

which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VIII. CODE OF STUDENT CONDUCT



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

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

- ~~1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism. Acts of dishonesty.~~
- ~~2. The use of profanity or obscene language, or the possession of obscene materials; Any criminal activity or violation of the law.~~
- ~~3. Gambling, including, but not limited to, playing a game of chance for stakes; Attendance issues, including failure to attend class, tardiness, and leaving class without permission.~~
- ~~4. Violation of the school district's Hazing Prohibition Policy; Cheating and plagiarism.~~
- ~~5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission; Damage to or misuse of property, including misuse of technology or use of technology in a way that causes property damage.~~
- ~~6. Violation of the school district's Student Attendance Policy; Failing to follow the instructions of an administrator, teacher, or other School District representative.~~
- ~~7. Opposition to authority using physical force or violence; Gang activity.~~
- ~~8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment;~~



Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy; Inappropriate physical contact with another person, as well as acts of physical aggression, fighting, horseplay and play fighting.

9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances; Possession, distribution, or use of alcohol, drugs, and tobacco (including look alike substances and synthetic substances) or paraphernalia.
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student); Possessions of weapons (as defined in School Board Policy 501) explosives, incendiary devices, or any type of combustible substances.
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia; Substantially interrupting the learning environment.
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects; Sexual misconduct and sexual assault.
13. Violation of the school district's Weapons Policy; Theft.
14. Violation of the school district's Violence Prevention Policy; Threats of violence.
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon; Trespassing.
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive; Using language that is not appropriate in a school setting or possessing materials containing language that is not appropriate in a school setting. Inappropriate language includes abusive, profane, obscene, or threatening language. Inappropriate language also includes language that constitutes cyberbullying, bullying, discrimination, harassment, or hazing. Teasing and name-calling may also be considered inappropriate language.
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation; Violations of other School Board Policies setting forth expectations for student behavior including:



- a) School Board Policy 102, Equal Educational Opportunity;
 - b) School Board Policy 413, Harassment and Violence;
 - c) School Board Policy 417, Chemical Use and Abuse
 - d) School Board Policy 419, Tobacco-Free Environment;
 - e) School Board Policy 501, Weapons;
 - f) School Board Policy 502, Search of Student Lockers, Desks, Personal Possessions, and Student's Person
 - g) School Board Policy 503, Student Attendance;
 - h) School Board Policy 504, Student Dress and Appearance;
 - i) School Board Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students and Employees
 - j) School Board Policy 514 Bullying Prohibition;
 - k) School Board Policy 521, Student Disability Nondiscrimination
 - l) School Board Policy 526, Hazing Prohibition;
 - m) School Board Policy 527, Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches;
 - n) School Board Policy 528, Student Parental, Family and Marital Status Nondiscrimination;
 - o) School Board Policy 536, Student Internet Acceptable Use and Safety Policy;
 - p) School Board Policy 627, Academic Honesty;
 - q) School Board Policy 709, Student Transportation Safety
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence,



insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of a cell phone in violation of the school district's Internet Acceptable Use and Safety Policy;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;



36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.



- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 - 1. a student causes or is likely to cause serious physical harm to other students or staff;
 - 2. the student's parent or guardian specifically consents to the use of recess detention; or
 - 3. for students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request. The school district is encouraged to use the data in professional development promoting the use of nonexclusionary discipline.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

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



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

XI. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, a teacher will consult with the building principal or principal designee about the potential removal of the student from



class pursuant to the procedures established by this discipline policy. “Removal from class” and “removal” mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

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

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher’s ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. “Assault” is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. ~~The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.~~

B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student’s tenth removal from class and make reasonable attempts to convene a meeting with the student’s parent or guardian to discuss the problem that is causing the student to be removed from class.

C. Procedures for Removal from Class:

1. A student will be removed from class only upon agreement of the appropriate teacher and Principal or Principal's designee after an informal administrative conference with the pupil. The decision to remove a student will ultimately be the responsibility of the Principal or Principal's designee.
2. The length of time of the removal will be at the discretion of the Principal or the Principal’s designee after consultation with the teacher, but will not exceed five (5) class or activity periods per incident.



3. Removal from class may be imposed without an informal administrative conference when a student is causing and/or appears to be causing a serious disruption or appears to be creating an immediate and substantial danger to himself/herself or to person(s) or property.
 4. In removing a student from class, a District employee may use reasonable force, if necessary, in compliance with Minnesota Statutes section 121A.582 and other laws.
- D. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher and may not exceed five class periods for a violation of a rule of conduct.
- E. Students who are removed from class will be supervised by a District staff member. The assigned District staff member will determine where the student will go when removed, how they will get to their designated destination, and what the student will do when and while removed.
- F. Return to Class after Removal:
1. Students will return to class upon completion of the terms of the removal established at the informal administrative conference referenced in section II.B.3.
- G. Procedures for Notifying a Student and the Student's Parents or Guardian of Violation of the Rules of Conduct and of Resulting Disciplinary Actions; ~~Notification:~~
1. The principal or principal's designee will determine the need for and method of notification to parent or guardian.
 2. After the student has been removed from class more than ten (10) times in one school year, the principal or designee will notify the student's parent and guardian and request that the parent or guardian meet with the site administrators to discuss the problem that is causing the student to be removed from class.
- H. Students on an Individual Education Plan (IEP) The principal or designee will determine whether the student's removal from class requires a meeting to review the adequacy of the student's current Individual Education Plan (IEP) or whether there is a need for further assessment. If it is determined such a meeting is necessary, the student's case manager will schedule and provide appropriate notices of such meeting.
1. Any procedures determined appropriate for referring students in need of special education services to those services.
- I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises.



1. Every school has a chemical abuse preassessment team pursuant to Minnesota Statutes, section 121A.26. The team is responsible for addressing reports of chemical abuse problems and making recommendations for appropriate responses to the individual reported cases.
2. Within forty-five (45) days after receiving an individual reported case, the team shall make a determination whether to provide the student and, in the case of a minor, the student's parents with information about school and community services in connection with chemical abuse.
3. Any public school teacher, who knows or has reason to believe that a student is using, possessing, or transferring alcohol or a controlled substance while on the school premises or involved in school-related activities, shall immediately notify the school's chemical abuse preassessment team of this information pursuant to Minnesota Statutes, section 121A.29.

XII. DISMISSAL

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

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

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

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425 is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
 2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or



3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. **Disciplinary Dismissals Prohibited**

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a) A preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b) kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under Nonexclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental



health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. **The definition of suspension under under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability.** Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed. **A copy of the procedural safeguards will be given to the parent/guardian when the decision is made to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct.**
6. **Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. The school administration shall implement alternative educational services when the suspension exceeds five (5) days.** Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through



electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a) strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b) assign the student to attend school on Saturday **or before or after school** as supervised by the principal or the principal's designee; and
 - c) petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.



12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. Expulsion and Exclusion Procedures:

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40-121A.56; describe disciplinary practices~~alternative educational services~~ accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross examine witnesses. The school district ~~must~~ shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.



7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings



and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator ~~must~~ shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan ~~must~~ may include measures to improve the student's behavior, ~~which may include~~ including completing a character education program consistent with Minnesota Statutes section 120B.232, Subd. 1, ~~social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions.~~ The plan must include reasonable attempts to obtain ~~and require~~ parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS



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

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

XV. STUDENT DISCIPLINE RECORDS

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

XVI. STUDENTS WITH DISABILITIES

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

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

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



XVII. OPEN ENROLLED STUDENTS

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

XVIII. Students, parents and other guardians, and school staff may file a complaint and seek corrective action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

1. provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
2. provide an opportunity for involved parties to submit additional information related to the complaint;
3. provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
4. provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
5. if the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and
6. prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.



XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Pre Assessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60 (Definitions)
Minn. Stat. -121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. §§ 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch.125A (Special Education and Special Programs)
Minn. Stat. § 152.22 Subd. 6 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References:

MSBA/MASA Model Policy 413 (Harassment and Violence)



MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Non-School-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 507.5 (School Resource Officers)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



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MSBA/MASA Model Policy 507

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507 CORPORAL PUNISHMENT AND PRONE RESTRAINT

I. PURPOSE

The purpose of this policy is to describe limitations on use of corporal punishment and prone restraint upon a student.

II. GENERAL STATEMENT OF POLICY

No employee or agent of the school district shall inflict corporal punishment or use prone restraint upon a student except as provided below.

III. DEFINITIONS

A. "Corporal punishment" means conduct involving:

1. hitting or spanking a person with or without an object; or
2. unreasonable physical force that causes bodily harm or substantial emotional harm.

B. "Employee or agent of the district" does not include a school resource officer as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c).

C. "Prone restraint" means placing a child in a face-down position.

IV. PROHIBITIONS

A. An employee or agent of a district shall not inflict corporal punishment or cause corporal punishment to be inflicted upon a pupil to reform unacceptable conduct or as a penalty for unacceptable conduct.

B. An employee or agent of the school district shall not use prone restraint.

~~C. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not use prone restraint or compressive restraint except that the restrictions on prone and compressive restraints do not apply under the circumstances enumerated in Minnesota Statutes, section 609.06, subdivision 1(1). All peace officers, including those who are school resource officers or otherwise agents of a school district,~~



may use force as reasonably necessary to carry out official duties, including, but not limited to, making arrests and enforcing orders of the court.

- D. An employee or agent of a district, including a school resource officer, security personnel, or police officer contracted with a district, shall not inflict any form of physical holding that restricts or impairs a pupil's ability to breathe; restricts or impairs a pupil's ability to communicate distress; places pressure or weight on a pupil's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a pupil's torso. The use of reasonable force as set forth in Section V does not authorize conduct prohibited pursuant to Minnesota Statutes, section 125A.0942.
- E. Conduct that violates this Article is not a crime under Minnesota Statutes, section 645.241, but may be a crime under Minnesota Statutes, chapter 609 if the conduct violates a provision of Minnesota Statutes, chapter 609. Conduct that violates IV.1 above is not per se corporal punishment under the statute. Nothing in this Minnesota Statutes, section 121A.58 or 125A.0941 precludes the use of reasonable force under Minnesota Statutes, section 121A.582.

V. REASONABLE FORCE EXCEPTIONS

- A. Reasonable force may be used upon or toward the person of another without the other's consent when used by a teacher, school principal, school employee, school bus driver, or other agent of the school in the exercise of lawful authority, to restrain a child or pupil to prevent bodily harm or death to the child, pupil, or another.
- B. Reasonable force may be used upon or toward the person of a child without the child's consent when used by a teacher, school principal, school employee, school bus driver, other agent of the district, or other member of the instructional, support, or supervisory staff upon or toward a child or pupil when necessary to restrain the child or pupil to prevent bodily harm or death to the child, pupil, or another pursuant to Minnesota Statutes, section 609.379. Nothing in section 609.379 limits any other authorization to use reasonable force including but not limited to authorizations under Minnesota Statutes, section 121A.582, subdivision 1, and section 609.06, subdivision 1.
- C. A teacher, school principal, and other school staff may use reasonable force under the conditions set forth in Policy 506 (Student Discipline).

VI. VIOLATION

Employees who violate the provisions of this policy shall be subject to disciplinary action as appropriate. Any such disciplinary action shall be made pursuant to and in accordance with applicable statutory authority, collective bargaining agreements and school district policies. Violation of this policy may also result in civil or criminal liability for the employee.



Legal References:

Minn. Stat. §121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 123B.25 (Actions Against Districts and Teachers)
Minn. Stat. § 125A.0941 (Definitions)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 609.06 Subd. 1 (6)(7) (Authorized Use of Force)
Minn. Stat. § 609.379 (Permitted Actions)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)
Minn. Stat. § 645.241 (Punishment for Prohibited Acts)
Op. Atty. Gen. 169F (August 22, 2023) (School Pupils: Discipline)
Op. Atty. Gen. 169F Supp. (September 20, 2023) (School Pupils: Discipline)

Cross References:

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



Adopted: August 9, 2004

MSBA/MASA Model Policy 605

Orig. 1995

Revised: 4/24/17; 4/13/20

Rev. 2022~~1999~~

605 ALTERNATIVE EDUCATIONAL SERVICES PROGRAMS

I. PURPOSE

The purpose of this policy is to recognize the need for alternative educational services programs for some school district students.

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative education services program options for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school district board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

- A. Any student who is 17 years old who seeks to withdraw from school, and the student's parent or guardian must attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and sign a written election to withdraw from school.
- B. It shall be the responsibility of the superintendent to identify alternative educational program opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative educational services programs. The superintendent shall, through cooperative efforts with other schools, agencies and organizations, periodically recommend additional or modified alternative educational services programs to the school board.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.41, Subd. 11 (Definitions — Alternative Educational Services)
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)

Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)



Adopted: August 9, 2004

MSBA/MASA Model Policy 607

Orig. 1995

Revised: 8/28/06; 8/24/15; 6/26/17; 6/12/2024
Rev. 2005

607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

- A. The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to address the groupings of grade levels as recognized in Minn. Stat. § Minnesota Statutes section 120A.05, as follows:

1. *Elementary: Grades pre kindergarten through 5*
2. *Secondary: Grades 6 through 12*

- B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

III. DEFINITIONS

- A. “Kindergarten” means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.
- B. “Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

Legal References: Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools-Definitions)
Minn.Stat. § 120A.20, Subd. 4 (Admission to Public School)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Cross References:



Adopted: August 9, 2004

MSBA/MASA Model Policy 610

Orig. 1995

Revised: 10/27/08; 12/14/09; 3/23/15; 6/26/17

Rev. 2012

3/12/18; 6/12/24

610 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

A. It is the general expectation of the school board that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

1. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal, and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)
Minnesota Statutes section 123B.37

2. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)
Minnesota Statutes section 123B.36

3. Extended Trips

a) Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary, and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, and superintendent.



Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g. tournament competition).

- b) The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

4. Out of the Country Trips

Trips that involve a field trip to another country fall into this category. These trips may be instructional or supplementary, and must be requested well in advance of the planned activity. A field trip out of the country must be completed and approved at each level: student, principal, superintendent, and school board. Initial school board approval must be received at least one year in advance of the trip. A final school board approval must be within one month of the trip.

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The Board of Education acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.
 1. Parents or guardians of students who participate in a trip not sponsored by the district will be asked to complete a *Parental Disclaimer for Field Trips Not Sponsored by the District* form.
- C. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- D. In some cases, additional staff will be required to assure student safety during a field trip. Principals will consult with a Licensed School Nurse, case manager and classroom teacher to determine if a specific student or group of students has a special concern, which would require additional staff during a field trip.
 1. Factors to be considered include but are not limited to: nature of the student concern, stability of student health or behavior, proximity to nearest health care facility, availability of emergency care, ability to train attending staff to provide appropriate care.
 2. Field trips may be canceled or rescheduled if the Building Principal is unable to assure adequate staffing for student safety in the building and on the field trip.
- E. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior written approval from administration.



- F. Transportation shall be furnished through a commercial carrier or school-owned vehicle. **In the event a private vehicle is approved for use, a certificate of insurance must be on file in the school district office.**
1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as an illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1. If practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

- A. The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (~~Co-Curricular and~~ Extracurricular Activities; Insurance)
Minn. Stat. § 169.011, Subd. 71(a) (Definitions ~~of a School Bus~~)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards ~~– Exemption~~)
Sonkowsky v. Board of Educ., 327 F3d. 675 8th Cir. 2003)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)



Adopted: _____

MSBA/MASA Model Policy 507.5
Orig. 2024

Revised: _____

507.5 School Resource Officers

I. PURPOSE

- A. The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

II. GENERAL STATEMENT OF POLICY

- A. The school district, upon securing the services of one or more school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resources officer with the school district must meet the requirements of this policy.

III. DEFINITIONS

- A. "School" means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.
- B. "School Resource Officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.

IV. CONTRACTUAL DUTIES

- A. A school resource officer's contractual duties with the school district shall include:
 - 1. fostering a positive school climate through relationship building and open Communication;
 - 2. protecting students, staff, and visitors to the school grounds from criminal activity;
 - 3. serving as a liaison from law enforcement to school officials;
 - 4. providing advice on safety drills;
 - 5. identifying vulnerabilities in school facilities and safety protocols;
 - 6. educating and advising students and staff on law enforcement topics; and,



7. enforcement of criminal laws.

- B. The school district may contract with a school resource officer's employer for the officer to perform additional duties to those described in paragraph IV.A.
- C. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.
- D. Nothing in this article limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

V. TRAINING

- A. Except as provided for in paragraphs V.B., V.C., and V.D. below, beginning September 1, 2025, a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in Minnesota Statutes, section 626.8482, subdivision 4 prior to assuming the duties of a school resource officer.
- B. A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated under paragraph V.A. above before June 1, 2027. A peace officer covered under this paragraph may complete a supplemental training course approved by the board pursuant to Minnesota Statutes, section 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.
- C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.
- D. An officer who is serving as a substitute school resource officer for fewer than 60 student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.

- E. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

Legal References:

Minn. Stat. § 120A.05, subds. 9, 11, and 13 (Definitions)
Minn. Stat. § 120B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

Cross References:

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



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: June 24, 2024
Place on Agenda: Board Meeting
Action Requested: Approval
Attachment: MSHSL Resolution

Topic: Minnesota State High School League Resolution
Presenter(s): Brady Krueger, Activities Director
<p>The Resolution for Membership is an annual resolution adopted by each Minnesota State High School League member school to renew their membership with the MSHSL. Each school's governing board agrees to adopt the Constitution, Bylaws, Policies and Regulations of the League and all amendments as are published in the latest edition of the League's Official Handbook, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. This should be done at the June or July school board meeting prior to the start of the upcoming school year.</p> <p>This annual resolution will go before the School Board for approval at their Monday, June 24 meeting.</p>
Recommendation: <p>Administration recommends the approval of the Resolution for Membership in the Minnesota State High School League.</p>
Alternatives: <p>Do not approve and direct administration with next steps.</p>

Passionate Learners Positively Changing Our World



**2024-2025 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form**

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

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2024. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of South St. Paul High School (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

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

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

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

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

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

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

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

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

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

South St. Paul High School

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

John Raasch, Board Chair

(Designated School Board Member – please print)

Brady Krueger, Activities Director

(Designated School Representative – please print)

jraasch@sspps.org

Email Address

bkrueger@sspps.org

Email Address

208.02 ACTIVITY REPRESENTATIVES

Brady Krueger

(Boys Sports – please print)

Brady Krueger

(Girls Sports – please print)

Brady Krueger

(Speech – please print)

Brady Krueger

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

(Board Member—please print)

(Student—please print)

(Parent—please print)

(Faculty Member—please print)

Brady Krueger

(Mailing Representative—please print)

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

Print Name: Nikki Laliberte
(Clerk/Secretary - Local Governing Board)

Print Name: Brian Zambreno
(Superintendent or Head of School)

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

Signed: _____
(Superintendent or Head of School)

Date: _____

Date: _____



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: June 24, 2024
Place on Agenda: Work Session
Action Requested: Approval
Attachment: Supporting Documents

Topic: Athletic Co-op Agreements for Girls' Swimming
Presenter(s): Brady Krueger, Activities Director
<p>During the Board work session on May 28, Activities Director Brady Krueger discussed with the Board the potential necessity of establishing cooperative agreements with partner schools for certain athletic programs. This need arises due to declining student participation numbers, which have rendered some programs unsustainable as standalone offerings for our students.</p> <p>Following the May 28 session, Director Krueger has further developed the details concerning a cooperative agreement for our girls' swimming program. On Monday evening, Director Krueger will seek the Board's approval for a cooperative agreement with Minnehaha Academy and Cristo Rey for our girls' swimming program, which takes place in the fall. Currently, our girls' swim team consists of nine returning swimmers, which is insufficient to sustain the program independently.</p> <p>The primary goal of this cooperative agreement is to ensure that our students can continue to participate in and benefit from a program they are passionate about. As we approach the winter athletic season, Director Krueger will provide the Board with updates regarding other potential cooperative needs, specifically for boys' swimming and our dance program.</p>
Recommendation: Administration recommends the approval of the Cooperative Agreement between South St. Paul Public Schools and Minnehaha Academy and Cristo Rey.
Alternatives: Do not approve the Cooperative Agreement and direct administration with next steps.

Passionate Learners Positively Changing Our World

South St Paul, Minnehaha Academy, and Cristo Rey are seeking approval to form a co-operative partnership in girls swimming that will compete in the Metro East Conference and Section 4A.

South St Paul's swim program numbers have continued to decline to the point where we are no longer able to fill a swim line up. Despite our efforts to recruit and retain student athletes we have not been able to recover our swim program numbers. Historically our program has averaged around 20 girls participating per year. However, the aftermath of COVID coupled with a lack of interest, has caused our numbers to drop significantly. Last year we had 11 girls in our swim program and are not expecting many new swimmers to join.

Minnehaha and Cristo Rey have healthier numbers but don't have access to their own pool or facilities.

The financial impact of the co-op swim program would be split between the schools on a per-athlete basis.

Forming a co-op with Minnehaha and Cristo Rey will enable students at all schools the opportunity to continue to participate in girls swimming as well as provide access to facilities for all programs. Co-oping would provide healthy numbers for the swim program as well as provide all teams access to their own pool. It will also help foster relationships amongst programs as well enable all swimmers to create lasting relationships through participation in education based athletics.

Thanks,

Brady Krueger South St Paul

Josh Thurow Minnehaha Academy

Stanley Clay Cristo Rey Jesuit

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
 PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION
 AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of Girls Swimming

beginning with the 20_24 - 20_25 school year. (activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	Enrollment (9-12)*	City	Administrative Region**	Competitive Section**
High School #1:	South St Paul	720	South St Paul, MN	3AA	4A
High School #2:	Minnehaha Academy	377	Minneapolis, MN	4A	2A
High School #3:	Cristo Rey Jesuit School	436	Minneapolis, MN	4A	2A
High School #4:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

- Do any of the above schools belong to a conference in this activity?
 Yes This application must include a review and comments from the conference(s) of which the schools are members.
 No
- Do any of the above schools currently have a cooperative agreement in this activity?
 Yes An application for dissolution must be submitted for the existing agreement.
 No
- Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at [www.mshsl.org/About MSHSL/Membership Information: A History & Model Resolution for School Boards](http://www.mshsl.org/About%20MSHSL/Membership%20Information%20A%20History%20&%20Model%20Resolution%20for%20School%20Boards))

Declining numbers

- List the number of students, by grade level, who participated in this activity during the previous year. *If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperatively-sponsored activity this year if approved.*

	7th	8th	9th	10th	11th	12th
High School #1	2	0	1	1	4	2
High School #2	1	3	4	2	7	0
High School #3					2	
High School #4						

- Team Identification: (Indicate how cooped schools should be identified in tournament programs): South St Paul/Minnehaha/Academy/Cristo Rey

6. Team Colors: TBD Team Mascot: TBD

7. Host School (school that will receive revenue share check): South St Paul

Board of Education (or designee)	School	Date
Signed _____	_____	_____
Signed _____	_____	_____
Signed _____	_____	_____
Signed _____	_____	_____

Official Action of the MSHSL Board of Directors

Approved Not Approved

Minnesota State High School League
 2100 Freeway Blvd., Brooklyn Center, MN 55430-1735
 763-560-2262, Fax: 763.569.0499

Application for DISSOLUTION of Cooperative Sponsorship

Deadline: Not later than the first day of practice for that sport season.
 PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for dissolution of cooperative sponsorship.

On behalf of the following schools, we hereby apply for dissolution of the cooperative sponsorship of
Girls' Swimming and Diving beginning with the **20**24 - **20**25 school year.
 (activity) (boys' or girls') (Adapted-CI or PI)

List **ALL** schools included in the cooperative sponsorship. *Attach another form if necessary.*

	School	City
High School #1:	Minnehaha Academy	Minneapolis
High School #2:	Cristo Rey Jesuit High School	Minneapolis
High School #3:		
High School #4:		

1. Has the school board of each member school of the existing co-op approved a resolution to dissolve the co-op?

- Yes** A copy of the resolution approved by the school board of each member school, stating the reason to dissolve the co-op, MUST be included with this application.
- No** DO NOT SUBMIT this application until a resolution, stating the reason to dissolve the existing co-op, has been approved by the school board of each member school.

2. Please circle appropriate letter.

	Member School		Reason for the Dissolution
High School #1	A B <input checked="" type="radio"/> C	A.	Our school is dropping the activity.
High School #2	A B <input checked="" type="radio"/> C	B.	Our school will sponsor this activity without a cooperative sponsorship.
High School #3	A B C	C.	Our school will sponsor this activity as part of a new cooperative sponsorship. Please submit an Application for Cooperative Sponsorship for the new co-p.
High School #4	A B C		

Signature of the person duly authorized by the member school to act on behalf of the member school.

High School #1:	<u>Josh Thurrow</u> Designated School Representative	Athletic Director Title of the Designated School Representative
High School #2:	<u>Stanley Clay</u> Designated School Representative	Athletic Director Title of the Designated School Representative
High School #3:	_____ Designated School Representative	_____ Title of the Designated School Representative
High School #4:	_____ Designated School Representative	_____ Title of the Designated School Representative

Official Action of the MSHSL Board of Directors

- Approved Not Approved

Signature: _____ Date: _____
 MSHSL Executive Director

400.00 BYLAWS: ADMINISTRATION OF ATHLETIC PROGRAMS

BYLAW 401.00

CHEERLEADING

Cheerleaders will be required to qualify under the following eligibility bylaws: Age, 101.00; Credit Requirements, 103.00; Enrollment, 104.00; Physical Examination, 107.00; Seasons, 109.00; Semesters, 110.00 and Chemical, 205.00.

Note: Board Policy indicates Bylaw 206 Good Standing and General Eligibility Requirements is now applicable.

BYLAW 402.00

CONTEST RULES

The following rules, except as modified by the League, shall govern all interschool competition in the respective sport or activity. League rule modifications are printed in the current Athletic Rules and Policies Manual in the section designated for each activity. The Rules and Policies Manual is available on the League website.

1. National Federation Rules Books:

Baseball	Gymnastics, Girls	Swimming and Diving
Basketball	Hockey	Track and Field
Cheerleading (Spirit)	Lacrosse, Boys	Volleyball, Girls
Cross Country Running	Soccer	Wrestling
Football	Softball, Girls Fast-Pitch	
2. Sport Association Rules Books:

Badminton, Girls	United States Badminton Association's Official Rules of Play and Court Officials Handbook
Golf	United States Golf Association
Tennis	United States Tennis Association
Lacrosse, Girls	US Lacrosse endorsed by the NFHS
Skiing	Federation International de Ski & National Collegiate Athletic Association
Synchronized Swimming, Girls	United States Synchronized Swimming Association as modified and approved by the League Board of Directors
3. Dance Team Competition rules as adapted by the League Board of Directors
4. Adapted Bowling..... Competition rules as adapted by the League Board of Directors

BYLAW 403.00

**COOPERATIVE SPONSORSHIP OF AN ACTIVITY
BY TWO OR MORE MEMBER SCHOOLS**

Purpose of Cooperative Sponsorships (11/17/20)

Cooperative Sponsorships of MSHSL programs are established for the purpose of creating, growing, and maintaining education-based opportunities through programs that provide access for all students to a broad range of activities. These agreements support student participation in programs that are sustainable (financial, participation numbers, other etc.), have access to suitable facilities, provide appropriate levels of competition, and create communities for students. Through these agreements, member schools are expected to promote cooperation, partnership, sportsmanship and the beliefs of the MSHSL.

1. Cooperative sponsorship of an activity by two or more member schools will be considered under the following conditions. Class A and Class AA refers to the school size for placement into Administrative Regions and does not refer to the tournament classification to which a school may be assigned for a particular sport. For purposes of administering this bylaw, the largest 128 schools by enrollment shall be Class AA, and the rest of the schools shall be Class A.
 - A. When any member school cooperatively sponsors an activity with any other member school(s), 100% of the total enrollment of the largest member school in the co-op and 50% of the enrollment of the other member school(s) in the co-op school be combined to determine the appropriate competitive classification.

For the purposes of the competitive section placement process, the geographic location of the cooperative sponsorship will be the geographic location of the school with the largest MSHSL enrollment.

Cooperative sponsorship between two or more member schools.

MSHSL Sponsored Activities:

Badminton, Girls	Football	Soccer, Adapted
Baseball	Hockey, B/G	Softball, Adapted
Basketball, B/G	Lacrosse, B/G	Softball, Girls Fast-Pitch
Bowling, Adapted	Music	Swimming and Diving, B/G
Cross Country Running, B/G	One Act Play	Synchronized Swimming, Girls
Debate	Skiing, Alpine, B/G	Tennis, B/G
Dance Team	Skiing, Nordic Ski Racing, B/G	Visual Arts
Golf, B/G	Speech	Volleyball, Girls
Gymnastics, Girls	Soccer, B/G	Wrestling
Floor Hockey, Adapted		

Continued on Page 69

2. Newly formed Cooperative Sponsorships

A. Each school that wishes to cooperatively sponsor an MSHSL activity must provide:

- 1) the documented need for the co-op including participation numbers for each school at all grade levels 7-12, facilities available, financial impacts or benefits and appropriate student data that indicates interest in the program.
- 2) a summary of the steps each school has taken to promote participation in the activity for which a cooperative sponsorship is proposed and what is the future intent of the program.
- 3) a written review and comment regarding the proposed cooperative sponsorship from:
 - a) the AD of each member school of the conference/conferences in which the proposed cooperative sponsorship school(s) participates.
 - b) the AD of each school in the most current competitive section or sub-section in which the proposed cooperative sponsorship will participate
 - c) the Secretary of the Region Committee in which the largest school in the proposed cooperative sponsorship competes as reviewed at a Region Committee meeting OR by contacting the Region Committee members, individually, for their response.

In each instance in letters a-c above, a simple majority of the schools in the conference, section(s) and the Region Committee must approve the proposed cooperatively sponsored activity before any of the required information can be submitted to the MSHSL office.

- 4) any other information as may be deemed informative for the MSHSL Board of Directors in making a final determination regarding the proposed cooperative sponsorship.

B. Appeal to Add a Cooperative Sponsorship:

The League Board of Directors will provide a hearing process for any member school requesting an exception to any cooperative sponsorship not approved per MSHSL Bylaw 403.2.A or 403.4.B. The request for a hearing shall be submitted in writing and sent to the Executive Director of the Minnesota State High School League prior to the first day of that sport season.

C. Appeal to Review an Existing Cooperative Sponsorship:

By October 15th of the school year in which the League completes the two-year competitive placement cycle, any conference or school(s) within the section in which members of the cooperative sponsorship competes can request a review in writing of any existing cooperative sponsorship to the Executive Director of the MSHSL provided the reason for the request fully details why the Board of Directors should consider such review of the cooperative sponsorship. The process for a review of an existing cooperative sponsorship is available through the League Office.

3. Cooperative Sponsorship with Charter Schools (Non-Exclusive Cooperative Sponsorship)

Charter schools who are members of the Minnesota State High School League and who are organized as prescribed by M.S. 124E.03 may have multiple non-exclusive cooperative sponsorships in the same League-sponsored activity with public schools provided that:

- A. The Charter School does not have its own team in that activity;
- B. The Charter School student(s) return(s) to the public school in the attendance area of the public school where the student(s) officially resides with his/her parent(s) or guardian(s);
- C. The Charter Schools, on behalf of the student(s) officially enrolled in the Charter School, comply with all of the eligibility and financial requirements prescribed by the public school in the attendance area where the student(s) officially resides with his/her parent(s) or guardian(s).
- D. The boards of education of the public school(s) and the Charter School agree to cooperatively sponsor the activity and complete the required League cooperative sponsorship form(s).

4. Application Procedure

- A. Each member school participating in a cooperative sponsorship must register and pay as an individual school to participate in each cooperatively sponsored activity.
- B. The governing boards of participating member schools must jointly make the application to the League Board of Directors.
 - 1) The request must include a resolution adopted by each board of education stating the purpose for sponsoring a joint team or activity.
 - 2) Each application for a cooperative sponsorship must include the requirements as identified in 403.2.A.
 - 3) Deadline for Application: Requests for a cooperative sponsorship must be submitted to the League not later than 30 days prior to the first day of practice for that sport season to be considered for that sport season. Decisions for applications for cooperative sponsorship activities will be determined by the League at the next Board of Directors meeting.
- C. Cooperative sponsorship agreements must be for a minimum of two years. Cooperative sponsorship agreements will be continuous following the first two-year agreement unless an application for dissolution is submitted as outlined in MSHSL Bylaw 403.8.
- D. Any member school(s) who add a co-op later than 30 days prior to the first day of practice in that sport may request the Board of Directors to review the request as identified in 403.2.B.

5. Transfers Between Schools with Cooperative Programs

When a student transfers from one school to another school that cooperatively sponsor a program or programs the student shall remain fully eligible in all programs that are cooperatively sponsored. MSHSL Bylaw 111—Transfer and Residence, shall be used to determine the student's eligibility for the programs that are not cooperatively sponsored.

6. Home Schools and Charter Schools

Home schools and Charter schools joining the League and entering into cooperative sponsorship agreements after September 1 will be allowed a late registration provided they can show evidence from their local school administration that they had no knowledge of the League deadline dates, process, etc.

Continued on Page 70

7. Identification of Cooperatively Sponsored Teams

The official school identification in tournament programs and press releases for cooperatively sponsored teams will be listed as indicated on the cooperative sponsorship resolutions submitted by the schools.

8. Reviewing, Amending, Dissolving a Cooperative Sponsorship

- A. Cooperative Sponsorship agreements must be reviewed by representatives from all schools involved every two years. Amendments to the cooperative sponsorship may not be unreasonably denied by the participating schools.
- B. If either or any of the schools involved in the cooperative sponsorship wish to dissolve the agreement, they may do so provided a minimum of one year's notice is given in writing to the other school(s) unless the schools involved mutually agree to discontinue the cooperative sponsorship agreement.
- C. Requests to dissolve the cooperative sponsorship must be submitted to the League not later than the first day of practice for that sport season. Decisions on all applications will be determined by the League at the next Board of Directors meeting.
- D. The dissolution request must include a resolution stating the purpose for dissolving the cooperative sponsorship.
- E. Any conference or competitive section school(s) in which the members of the cooperative sponsorship activity competes may ask the MSHSL Board of Directors to review the co-op approval as identified in 403.2C.
- F. The Board of Directors may establish a committee to review all requests.

BYLAW 403.00 INTERPRETATION***Q. What procedure should be followed when an additional school is to be added to an existing cooperative sponsorship agreement?***

A. Cooperative sponsorship is an agreement between two or more member schools. When an additional school is to be added to an existing cooperative sponsorship agreement, a new application must be submitted on behalf of all of the schools that are going to be involved in the new agreement. At the same time application for dissolution should be submitted for the existing agreement. The new agreement creates a Cooperative Sponsorship that must be in place for two years.

BYLAW 404.00**LOCAL CONTROL**

Member schools may, if they so desire, prescribe eligibility bylaws that are more restrictive than those of the League. They may not adopt bylaws which lessen the effect of or change League bylaws except as noted in 302.00

BYLAW 405.00**MINIMUM REQUIREMENTS FOR PARTICIPATION
IN LEAGUE-SPONSORED TOURNAMENTS**

Team: A member school must schedule a minimum of three interscholastic varsity games, meets or matches to qualify for League-sponsored tournament participation in that sport.

Individual: Nordic and Alpine skiers must compete in at least three separate high school meets to be eligible to enter section competition.

BYLAW 406.00**PHYSICAL DEVELOPMENT PROGRAMS**

Group and individual physical development programs open to all students between the close of one season and the opening of the next season are encouraged. The use of high school gymnasiums and other athletic facilities during the same period is also encouraged. Coaching of sport techniques and skills to students who have participated on high school teams is a violation of the bylaw and should not be included in a program which emphasizes physical development rather than skills and techniques of specific sports. Chalk talks/"skull sessions" emphasizing sport skills and techniques are a violation of the bylaw. There shall be no requirement for athletes to participate in the program as a criteria for being on a high school team. Activities conducted by secondary students and sanctioned camps or clinics are exceptions to this bylaw.

BYLAW 407.00**PROTESTS AGAINST DECISIONS OF CONTEST OFFICIALS**

1. Protests against decisions of contest officials will not be honored.
 - A. League officials will render an interpretation to all parties involved as to the proper application of contest rules in cases protested if the complete facts are presented, in writing, to the League office. Such interpretations, however, will not alter the outcome of the contest. The decisions of contest officials are final.
 - B. It is recognized that errors in interpretations and application of bylaws and in judgment situations are inevitable. However, the orderly and sportsmanlike conduct of high school activities requires that officials' decisions must be honored and be final.
 - C. Video recordings will not be used to overrule an official's decision or change the outcome of the game, meet or contest.
2. It is strongly recommended that contest officials be agreed upon well ahead of the date for all dual and tournament contests. School officials are expected to employ the best-qualified contest officials available and to place the operation of the contest entirely in their hands. Contest officials include referees, umpires, judges, timers, scorers and others responsible for the direct operation of a contest.

METRO EAST CONFERENCE

Cooperative Sponsorship of Athletics/Activities by Member Schools

Cooperative sponsorship proposals must be brought before the Metro East Athletics/Activities Directors for review and approval. Cooperative sponsorship activities by member schools may be allowed for participation in MEC contests under the following conditions:

- A. Circumstances/conditions for consideration may include:
 - 1. New start-up program or a new school opening
 - 2. Lack of numbers of participants
 - 3. Cooperative sponsorships will only be considered for in-district schools or charter schools in which the student(s) resides in the district for which they are applying for the cooperative sponsorship. Charter schools may have more than one cooperative sponsorship agreement for each activity within the same season.
 - 4. Exceptions to the above will require a 2/3rds majority vote of member schools

- B. Circumstances/conditions not to be considered – Budget concerns.
 - 1. Exceptional circumstances may be considered by the MEC.
 - 2. Individual team members of cooperative sponsored teams will be eligible for all conference awards.
 - 3. All timelines for cooperative sponsorships must meet MSHSL guidelines. Schools may apply for cooperative sponsorships up to the start of a season.
 - 4. A two-thirds (2/3rds) vote of the Athletics Directors will be required for approval.

Krueger, Brady

From: Daniel Johnson <dj.mniaaa@gmail.com>
Sent: Monday, June 17, 2024 9:29 AM
To: Krueger, Brady
Subject: Re: Girls Swim Co-Op

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe

OK, you are now at 7 in support and 4 no response. If you want to move this forward, you would be in the right place to say that 3AA approves of the co-op.

dan

On Mon, Jun 17, 2024 at 8:31 AM Krueger, Brady <bkrueger@sspps.org> wrote:

Hey Dan,

Here is the information.

South St Paul, Minnehaha Academy, and Cristo Rey are seeking approval to form a co-operative partnership in girls swimming that will compete in the Metro East Conference and Section 4A. South St Paul's swim program numbers have continued to decline to the point where we are no longer able to fill a swim line up. Forming a co-op with Minnehaha and Cristo Rey will enable students at all schools the opportunity to continue to participate in girls swimming.

As part of the Cooperative Sponsorship Bylaw (403.00), we are required to get both conference, section and region committee thoughts as part of the application process.

Please let us know if you are supportive of the following cooperative requests for the 2024-25 school year and any comments you would want to include by completing the survey below.

Thanks,

Brady Krueger

Brady Krueger

Assistant Principal and Activities Director

Secondary Building

Phone: (651) 457- 9417

South St. Paul Public Schools

I am in the process of trying to finalize the application for girls swim co-op. The bylaws say I need approval from the region committee secretary either at a meeting or through each committee member approving. I emailed a google form to the committee region members and have gotten limited responses. Is there something else I should/need to do?

Brady

Brady Krueger

Assistant Principal and Activities Director

Secondary Building

Phone: (651) 457- 9417

South St. Paul Public Schools

www.sspps.org

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Our mission is to ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.

Confidentiality Notice

If the information in this email relates to an individual student, it is educational data under state and federal law. Educational data on individual students may not be reviewed, distributed, or copied by any person other than the intended recipient(s) unless otherwise permitted under law. If you are not the intended recipient, any further review, dissemination, distribution, or copying of this electronic communication or any attachment is prohibited. If you have received an electronic communication in error, you should immediately return it to the sender and delete it from your system. Thank you for your compliance.

Timestamp	Email Address	Name	School	Approve/Disapprove	Comments	
6/3/2024 7:48:15	koua.yang@gmail.com	Koua Yang	St. Paul Como Park	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Section
6/3/2024 7:59:46	rhornung@cadets.com	Reed Hornung	St Thomas	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Conference
6/3/2024 8:44:10	mfunk@c-dh.org	Matt Funk	Cretin-Derham Hall	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Section
6/3/2024 8:49:39	thanson@isd200.org	Trent Hanson	Hastings	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Conference
6/3/2024 9:01:27	don.bross@stpaul.k12.mn	Don Bross	St. Paul Johnson	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Section
6/3/2024 9:03:26	prentice.smith@isd197.org	Prentice Smith	Two Rivers	Approve	Approve of the co-op bet Good luck!	Conference
6/3/2024 10:55:26	aaron.forsythe@isd832.org	Aaron Forsythe	Mahtomedi	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Conference/Section
6/3/2024 16:08:58	otto.kraus@stpaul.k12.mn	Otto Kraus	St. Paul Harding	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Section
6/4/2024 9:25:25	tmbakwe@isd622.org	Trevor Mbakwe	Tartan	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Conference
6/4/2024 15:08:34	carnebeck@ahastars.org	Carolyn Arnebeck	Academy of Holy Angels	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Section/Region
6/4/2024 15:43:53	jhelwig2@isd622.org	Jed Helwig	North St Paul	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Conference/Section
6/5/2024 7:36:09	haasedan@gmail.com	Dan Haase	Mounds Park Academy/£	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Section
6/5/2024 7:52:28	chris.peterson@rpsmn.org	Chris Peterson	Richfield	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Section/Region
6/5/2024 9:09:11	otto.kraus@stpaul.k12.mn	Otto Kraus	St. Paul Harding	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Section
6/6/2024 7:31:36	jpohl@hill-murray.org	John Pohl	Hill Murray	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Conference/Section
6/7/2024 17:43:14	don.bross@stpaul.k12.mn	Don Bross	St. Paul Johnson	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Section
6/10/2024 9:48:47	jmarshall@plsas.org	Jeff Marshall	Prior Lake	Approve	Approve of the co-op between South St Paul/Minnehaha/Cristo Rey	Region
		Jesse Mccann	Wasthign Tech	Email Approval		Section
		Elise Manny	Visitation	Email Approval		Section/Region
		Reshard Saulter		196 Email Approval		Region
		Ryan Roseen		196 Email Approval		Region
		Kurt Habeck		196 Email Approval		Region
		Will Short	Simley	Email Approval		Conference/Section/Region



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Date: June 24, 2024
Place on Agenda: Regular Business Meeting
Action Requested: Approval
Attachment: 2024-25 Student Teacher Agreement - Bemidji State University

Topic: 2024-25 Student Teacher Agreement - Bemidji State University
Presenter(s): Joel, Milteer, Human Resources Director
Background: <p>A student teacher placement has been coordinated between Bemidji State University and South St. Paul School District beginning September 2024. To finalize the student teacher placement, approval of the agreement between Bemidji State University and South St. Paul Schools is necessary. This agreement and placement align with South St. Paul Schools Student Teaching Policy #437.</p>
Recommendation: <p>Approval of 2024-25 Student Teacher Agreement with Bemidji State University.</p>
Alternatives: <p>Do not approve Student Teacher Agreement and direct administration with next steps.</p>

Passionate Learners Positively Changing Our World

**MUTUAL AGREEMENT FOR STUDENT TEACHING
BETWEEN
BEMIDJI STATE UNIVERSITY
BEMIDJI, MINNESOTA
AND
SOUTH ST. PAUL PUBLIC SCHOOLS
2024-2025**

This agreement is entered into between South St. Paul Public Schools, South St. Paul, Minnesota (the “District”) and Bemidji State University, Bemidji, MN (the “College/University”). The purpose of this Agreement is to outline the terms of the training/student teaching experience for the student of the College/University and to identify the responsibilities of the College/University and the District.

The following conditions are made a part of the agreement:

The College/University agrees to:

1. Place at the District only student teachers who are eligible for such placement under state and College/University rules, and School Board regulations. All student teacher placements will be initiated through and approved by the District through its department of human resources.
2. Inform its faculty and students of the District’s policies and regulations that relate to the placement at the District.
3. Provide District with College/University student teaching expectations/requirements.
4. Pay stipend to the cooperating teacher of the District based on College/University policy for each student teacher placed, subject to timely receipt by College/University of properly completed Form W-9s from the District or cooperating teacher, as applicable.

Student Teaching Cooperating Teacher Honorarium: Bemidji State University will pay an honorarium to the District or Cooperating Teacher in an amount not to exceed two hundred twenty-five dollars (\$225.00) for each full-time teacher candidate. Honorariums for placements less than 16 weeks will be prorated. The District shall receive payment of the honorarium and disburse to the teacher, unless the District policy requires another arrangement. Honorariums shall be encumbered by a purchase order before the beginning of each student teaching assignment. Payment shall be made promptly after the University verifies the teacher candidate has completed the student teaching assignment and the University notifies Accounts Payable to make the payment.

Total weeks of supervision provided per individual teacher candidate.	Honorarium paid by University to District or cooperating teacher
16 Weeks	\$ 225
12 Weeks	\$ 150
4 Weeks	\$ 75

Field Experience Cooperating Teacher Honorarium: Bemidji State University will pay an honorarium to field experience cooperating teachers fifty dollars (\$50) per student, per course for campus-conventional field experience. The District shall receive payment of the honorarium and disburse to the teacher, unless the District policy requires another arrangement. Honorariums shall be encumbered by a purchase order before the beginning of field experience. Payment shall be made promptly after the University verifies the teacher candidate has completed the field experience assignment and the University notifies Accounts Payable to make payment.

5. Provide regular student teaching supervision by a qualified designee(s) of the College/University.
6. Cooperate with the District in the development and implementation of the District's Student Teaching Program.
7. Notify the District in the event a student teacher placed at the District is no longer enrolled in the College/University's program.

The District agrees to:

1. Supply to the student teacher so placed by College/University an opportunity to work in a teaching learning situation under the supervision of a practicing teacher who holds a continuing license and has at least three years total teaching experience.
2. Cooperate with College/University in the development and implementation of the District's Student Teaching Program.
3. Ensure that all student teachers placed at the District complete a criminal background check, at the expense of the student teacher or College/University, prior to the student teacher beginning at the District.
4. Provide appropriate supervision of the student teacher while at the District pursuant to rules promulgated by its Board. Such rules may not conflict with any minimum requirements established by the State or College/University with regard to the Student Teaching Program.
5. Immediately notify College/University if there is a change in the licensure status of any cooperating teacher providing supervision to any student teacher assigned hereunder.
6. Not replace any of its employees nor fill any vacancies normally filled by an employee with a student teacher assigned under this agreement. Therefore, a student teacher will not act as a substitute teacher.
7. Provide the College/University with copies of all policies and regulations applicable to student teachers.
8. Provide emergency medical care to the student teacher or College/University faculty member, at the District (if available) in case of injury or illness, or obtain other appropriate treatment as they choose. Any hospital or medical costs arising from such injury or illness will be the sole responsibility of the College/University faculty member or student teacher who received the treatment and not the District.

9. Reserve the right to deny a student teaching opportunity to an applicant and to terminate a student teaching assignment at any time, due to a lack of funding or for any other non-discriminatory reason. In addition, a student teacher's participation in the program may be terminated at any time (a) with the mutual consent of both parties, or (b) unilaterally by College/University for any non-discriminatory reason. District will consult with College/University prior to terminating a student teacher's participation in the program. College/University will promptly notify District of any termination of a student teacher's participation in the program.
10. Recognize that it is the policy of both the District and the College/University to prohibit discrimination and ensure equal opportunities in its educational programs, activities, and all aspects of employment for all individuals regardless of race, color, creed, religion, gender, national origin, sexual orientation, veteran's status, marital status, age, disability, status with regard to public assistance, or inclusion in any group or class against which discrimination is prohibited by federal, state, or local laws and regulations. The District agrees to adhere to this policy in implementing this agreement.

Liability:

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and will not be responsible for the acts of the other party and the results thereof. The District's liability will be governed by Minnesota Statutes Section 466.04, as amended.

Term of Agreement:

This agreement will commence on August 26, 2024, and end on June 30, 2025. This Agreement may be terminated by either party at any time upon 60 days' written notice to the other party. Termination by the District will not automatically become effective with respect to student teachers then participating in the learning experience program, and said student teachers may be allowed to continue at the sole option of the District.

General Provisions:

1. Neither the District nor the College/University will assign or transfer any rights or obligations under this agreement without the prior written consent of the other party.
2. Any amendments to this agreement will be in writing and signed by authorized representatives from each party.
3. The parties agree that in fulfilling the duties of this agreement, they are responsible for complying with the Americans with Disabilities Act, 42 U.S.C. Chapter 12101, et seq., and any regulations promulgated by the Act.
4. Student teachers are participants in an educational program, and for purposes of this agreement, shall not be considered employees of either the College/University or the District, except as provided for in Minnesota Statutes Section 122A.69. Student teachers shall not be entitled or eligible to participate in any benefits or privileges given or extended to employees of the College/University or the District, except as provided by Minnesota Statutes Section 122A.69.

5. Except as otherwise provided in law or College/University policy, data on students is private and may not be shared with any other party. If the District receives a request from a third party for any data provided to the District by the College/University, the District agrees to immediately notify the College/University. The parties additionally acknowledge that the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g and 34 C.F.R. § 99, apply to the use and disclosure of education records that are created or maintained under this agreement. Specifically, each party agrees that to the extent that it maintains Education Records of the other party's students (the "receiving party"), it shall maintain such Education Records in accordance with the requirements of the Family Educational Rights and Privacy Act, as amended ("FERPA"), and any other applicable U.S. or state laws, regulations or accrediting agency standards applicable to the privacy or confidentiality of such Education Records. Without limiting the foregoing, the receiving party agrees that with respect to such records, (a) the receiving party is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information from Education Records of the other party's ("disclosing party") students; (b) it shall not disclose or allow access to personally identifiable information from an Education Record of the disclosing party's students without the prior written consent of the eligible student (or parent/guardian, as the case may be) as defined in 34 C.F.R. § 99.3, except as permitted by law; and (c) to the extent that the disclosing party discloses personally identifiable information from Education Records to the receiving party, the receiving party's officers, employees and agents will use and have access to the information only for the purposes for which disclosure is made. Pursuant to FERPA requirements, all Education Records of College/University's student teachers, regardless of whether maintained directly by College/University, District or by other entities, remain the property of the disclosing party. The receiving party agrees to access and use Education Records of the disclosing party's students only for legitimate and lawful educational purposes, pursuant to the disclosing party's FERPA policy, and further agrees to return or destroy such Education Records immediately upon the written request of the disclosing party. As used herein, "Education Records" means all such records described by 34 C.F.R. § 99.3 maintained by, for or on behalf of the disclosing party, including without limitation, any record, file, data, or other information concerning any student's financial information protected under the Gramm-Leach-Bliley Act.
6. Student teachers assigned to the learning experience program at the District under this agreement will be required to sign a Student Teaching Program Agreement before the student teacher begins the Student Teaching Program at the District.

Approved:

Signed For: **Bemidji State University**

Name: Dana Danielson

Title: Accounting Technician

Signature: **Dana M Danielson**
Digitally signed by Dana M Danielson
Date: 2024.05.21 13:11:22 -05'00'

Date: 5/21/24

Name: MaryTheresa Seig

Title: Dean, College of the Arts, Education, and Humanities

Signature: MaryTheresa Seig

Date: 4/23/2024

Name: Gina Walkup

Title: Purchasing Supervisor

Signature: **Gina Walkup**
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Date: _____

Signed For: **South St. Paul Public Schools**

Signature: _____
School Board Chair

Date: _____



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, June 24, 2024

Place on Agenda: Regular Agenda: Business Item

Action Requested: Approval

Attachment:

Topic: 2024-2025 South St. Paul Independent Employee Agreement
Presenter(s): Joel Milteer, Director of Human Resources
<p>Administration recommends the following changes for Independent Employee Agreements for the 2024-25 school year that are all within the parameters established by the School Board. Independent employees include staff in the following employee groups: Administrators, Coordinators/Administrative Support, District Support, Technology, Student Support, Nutrition Services, and Part-time Custodial.</p> <p>The components of the agreements have been provided to the School Board. The independent group agreements include a base salary increase of 4% for all independent employee groups, market adjustments for the nutrition services assistant position, and two director positions, and the addition of a step to the nutrition services assistant position to align wages with the median market salaries, adjustments to the vacation accrual and longevity structures, allowance for vacation and personal leave sell back, adjustment to the 403(b) matching contribution structure, and an increase to the administrator insurance contribution to better align with other leadership positions, language changes including alignment of holidays with board approved district holidays, and various title changes.</p> <p>These recommended changes are within the salary and benefit parameters established by the School Board.</p>
Recommendation: Approval of 2024-25 Independent Employee Agreements
Alternatives: Do not approve the contract and direct administration with next steps.



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: June 24, 2024
Place on Agenda: Business Session
Action Requested: Approval of Student Rights & Responsibilities Handbook
Attachment: 2024-25 Student Rights and Responsibilities Handbook

Topic: Student Rights & Responsibilities Handbook Approval
Presenter(s): Candace Burckhardt, Director of Student Services
District and building administrators have reviewed and updated the Student Rights & Responsibilities Handbook for the 2024-2025 school year. Updates have been made to reflect legislative changes and requirements.
Recommendation: Recommendation for approval of the 2024-2025 Student Rights & Responsibilities Handbook at the June 24, 2024, business meeting.
Alternatives: If the Board does not approve the Student Rights & Responsibilities Handbook, then the District will need to make further edits to bring for approval at the July business meeting.

Passionate Learners Positively Changing Our World



2024-2025

STUDENT RIGHTS & RESPONSIBILITIES HANDBOOK

DISTRICT-WIDE STUDENT EXPECTATIONS

South St. Paul
Public Schools



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TRANSLATIONS

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

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

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yihinini mereja besipanishi lemek'ebeli kefelegu ibakiwoni timihiriti betiwoni yanegagiru

SUPERINTENDENT'S MESSAGE

September 2024

Dear SSPPS Families,

At South St. Paul Public Schools (SSPPS), our top priority is to create a safe, welcoming, and culturally inclusive environment for all students and staff. We are dedicated to supporting our students so they can remain engaged and succeed both personally and in their educational journey here at SSPPS.

The Student Rights and Responsibilities Handbook is an essential tool that helps us achieve our mission to ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world. To do this, we are committed to fostering a learning environment based on mutual respect, problem-solving and restorative practices among all students and staff across all of our schools. Working together with the School Board, we have developed comprehensive policies and procedures that outline the rights and responsibilities of our students, ensuring a positive and supportive learning environment. This handbook is a resource for students, families and staff in understanding these policies and how they align with district expectations.

Our staff will review this information with students at the start of the school year. We encourage you to also review this important document and discuss it with your students(s) to reinforce its significance.

Most importantly, thank you for your continued partnership as we strive to prepare every student for their future. Together, we can help our students stay engaged and take full advantage of the numerous learning opportunities available to them each day.

Sincerely,



Brian Zambreno, Ed.D.
Superintendent
South St. Paul Public Schools

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Superintendent Dr. Brian Zambreno

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Student Services

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Christina Moses
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SCHOOL LEADERSHIP



EARLY LEARNING / FAMILY EDUCATION CENTER (BIRTH TO 5)

104 Fifth Avenue South, South St. Paul, MN 55075
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Jeanne Zehnder

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Kristen Sammartano-Weeks

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(651) 451-9260

Terry Bretoi

Principal
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Jody Hansen

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LINCOLN CENTER (GRADES PREK-5)

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SSP SECONDARY (GRADES 6-12)

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SSP COMMUNITY LEARNING CENTER (GRADES 11-12)

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DISTRICT MISSION AND CORE VALUES

SSPPS MISSION (our core purpose)

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

SSPPS CORE VALUES (what drives our words and actions)

RESPECT

Recognizing and celebrating the goodness in oneself and others, seeing our differences as strengths and showing care and appreciation for people, property and the entire South St. Paul community.

PRIDE

A welcoming, inclusive and supportive Packer community that honors and celebrates its rich history while collectively inspiring new traditions.

COLLABORATION

Building community together through trust, hard work, innovation, and a shared commitment to building the South St. Paul that our community aspires to be.

INTEGRITY

Being thoughtful, honest, transparent in our words, and actions, and accountable for our decisions.

RESILIENCE

The courage to adapt, change and persevere when presented with challenges and opportunities.

EQUITY

A safe and supportive environment that provides opportunities for all to be seen, heard, and valued.



GENERAL PRINCIPLES AND STRATEGIES

At South St. Paul Public Schools (SSPPS), our top priority is to create a safe, welcoming, and culturally inclusive environment for all students and staff. We are dedicated to supporting our students so they can remain engaged and succeed both personally and educationally here at SSPPS.

We aim to foster a learning environment based on mutual respect, problem-solving, and restorative practices among students and staff at every school. Our approach is informed by evidence-based research using a variety of strategies aimed at fostering a positive and supportive learning environment.

PATHWAY TO PACKER PROMISE

With the sunsetting of the International Baccalaureate Primary Years and Middle Years program at the end of the last school year, SSPPS is thrilled to announce our new academic strategic plan, Pathway to Packer Promise. Our mission with the [Pathway to Packer Promise](#) is to ignite a passion in every learner to inquire, continuously improve, and engage in positively changing our world. This plan is dedicated to preparing each and every student for their future through high-quality, individualized programs, services, and personalized learning tailored to every stage of their educational journey. Covering early learning, elementary, middle, and high school experiences, this comprehensive plan provides students with opportunities to explore real-world experiences, interactive discussions, guest speakers, enriching field trips, and flexible curriculum options, allowing students to fully engage with their learning paths. The development of the Pathway to Packer Promise is the result of extensive feedback from our stakeholders, ensuring it aligns with the collective goals and values of our learning community. Visit our website to learn more about the [Pathway to Packer Promise experience!](#)

INTERNATIONAL BACCALAUREATE (IB) DIPLOMA PROGRAM (DP)

SSPPS offers a rigorous academic program for students in grades 11 and 12. It focuses on creativity, innovation, self-discipline and the ability to function as part of a team. The Diploma Program consists of a common pre-university curriculum and a common set of external exams for students in schools throughout the world. It seeks to provide students with an international education that encourages an understanding and appreciation of other cultures and societies. Visit our website at: <https://highschool.sspps.org/about/ib-info>

For more information on the IB-DP program, contact:

Conrad Anderson, SSP Secondary School IB-DP Coordinator
(651) 457-9454 | canderson@sspps.org

MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

Our academic and student support team in each school includes teachers and paraprofessionals, mental health professionals (counselors, psychologists, and social workers), and instructional leaders (administrators and instructional coaches). This team works collaboratively to provide high-quality instruction and intervention support to match each student's needs.

The framework for MTSS in SSPPS includes:

- Tier 1: Academic and behavioral support with differentiated instruction for all students in a general education setting.
- Tier 2: Targeted supplemental instruction and intervention
- Tier 3: Intensive individualized instruction and intervention

TALENT DEVELOPMENT AND ADVANCED ACADEMICS

SSPPS is excited to launch a K-12 Talent Development program this fall that provides equitable access in developing talents in students of all abilities, races, ethnicities, languages, genders, and socioeconomic circumstances. Our newest initiative is aimed at nurturing and honoring the unique talents and abilities of all our students while providing depth, complexity and acceleration to students who need advanced instruction. At its core, this program is designed to not only identify, cultivate, and celebrate the diverse strengths of each of our students, but to provide specialized opportunities and tailored support as we aim to empower each student to reach their full potential and excel both academically and personally. Through this program, we envision a learning environment where every student feels inspired, valued, and equipped to thrive.

TALENT DEVELOPMENT AND ADVANCED ACADEMICS (CONT'D)

Program Priorities

- Identifying and nurturing strengths and interests for all students
- Ensuring all students have the opportunity to enhance their critical thinking skills and develop high level educational routines
- Respecting students knowledge and empowering them to actively engage in their academic pathway
- Elevating the depth, complexity and acceleration to students who need advanced instruction
- Providing supplementary enrichment opportunities for support and success

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS)

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

BUILDING ASSETS, REDUCING RISKS (BARR)

BARR is a strengths-based educational model that will provide our grades 9-12 with a comprehensive method to address the academic, social, and emotional needs of all students through the power of data and relationships. By putting relationships first, the BARR model allows students and teachers to connect more powerfully with each other. A key component is the weekly lessons focused on helping students learn and practice life skills. Called “I-Times” or “U-Times,” these lessons focus on building skills in self-management, communication, social, research, or thinking.

CATALYST APPROACH

The mission of the Catalyst Approach is to empower staff through professional development, observations and skill building to build a culture of relationship-building and equity in all our learning environments. Its vision is to have every student supported by leaders who understand, nurture, inspire, and encourage them.

CONSCIOUS DISCIPLINE (CD)

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

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

STUDENT CODE OF CONDUCT

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

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

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

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

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

RESPONSES TO VIOLATIONS OF STUDENT CODE OF CONDUCT

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

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

RESPONSES TO VIOLATIONS OF STUDENT CODE OF CONDUCT (CONT'D)

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

BEHAVIOR GUIDELINES, EXPECTATIONS AND CONSEQUENCES

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

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

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

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

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

Behavior Definitions and Consequences

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

BEHAVIOR PRACTICES: LEVELED VIOLATIONS & IMPACT ON COMMUNITY

PARENTS/GUARDIANS AND STUDENTS

LEVELS OF BEHAVIOR

Behaviors are divided into four levels with examples of strategies and responses, which:

- Teach positive behavior so students can learn and be kind, responsible and safe
- Maintain the continuity of the student's instruction within the classroom and broader school community
- Ultimately focus on repairing harm, restoring relationships, teaching replacement skills, and changing behavior

Level 1 reflects minor behaviors and Level 4 reflects most serious behaviors. In the Definitions of Behavior Categories and Disciplinary Responses grids beginning on page 13, rows highlighted in pink denote behaviors that are State Reportable through the Discipline Incident Reporting System of which a student may be assigned an in-school or out-of-school suspension.

Factors to Consider Prior to Determining the Disciplinary Response

School staff must consult this document when determining disciplinary measures. In determining how best to address inappropriate behavior, it is necessary to evaluate the totality of the circumstances surrounding the behavior. The following must be considered prior to determining the appropriate disciplinary measures:

The student's age, maturity, culture, and developmental level
The student's ability and/or willingness to repair the harm caused by their behavior
The student's disciplinary record including the nature of any prior misbehavior, the number of prior instances of misbehavior, and the staff strategies and responses applied for each
The nature, severity and scope of the behavior
The circumstances/context in which the conduct occurred
The frequency and duration of the behavior
The number of persons involved in the behavior
The impact of the behavior on the school community
The social-emotional status/needs of all persons involved in the behavior
The student's Individualized Education Program (IEP), Positive Behavior Support Plan (PBSP), Safety Plan and/or 504 Accommodation Plan, if applicable

LEVEL 1: CLASSROOM

Level 1 primarily focuses on tier 1 in the classroom. Student behaviors are minor in effect and are addressed at the classroom level. The staff response is to first self-regulate and then prompt, re-teach or practice the expected behavior so students learn and demonstrate kind, responsible and safe behaviors. Staff members are expected to use a variety of teaching and management strategies.

Examples of Strategies and Leveled Responses- Classroom Managed

REGULATION	LEVELED RESPONSES
<p>Adult self regulation:</p> <ul style="list-style-type: none"> • Pause, breathe, self-talk • Focus on what you want the student to do • Use Noticing language <ul style="list-style-type: none"> • I see _____, Is there something I can do to support you? <p>Nonverbal redirection</p> <ul style="list-style-type: none"> • Eye contact • Pause • Proximity • Pre-arranged signal • Planned ignoring <p>Verbal redirection</p> <ul style="list-style-type: none"> • Quiet word • Give choice • Cue desired behavior skill • State consequence (simple, reasonable, enforceable) • Cue Safe Place/calming space • Cue student specific break plan 	<ul style="list-style-type: none"> • Re-teach/review SEL/behavior skill • Discuss behavior in private • Seat change • Role-play SEL/behavior skill • Daily progress sheet on behavior • Break from class to another supervised classroom (less than 15 minutes) • Parent/guardian communication • Restitution • Loss of privileges • classroom community service • Reflective activity • In-class time out

LEVEL 2: COMMUNITY

Level 2 primarily focuses on behavior incidents that impact individuals and community. The staff response is to first self-regulate/ ensure safety and then prompt, re-teach or practice the expected behavior so students learn and demonstrate kind, responsible and safe behaviors. Level 2 behavior incidents include: 1) repeated or significant incident(s) of Level 1; 2) unexpected behavior towards another student, staff, volunteers, etc; 3) behavior that is generally managed with a brief strategy by an adult present in that setting, and may include additional brief contact with support staff such as Dean, Social Worker, Student Support Assistant, Assistant Principal, or other trusted adult.

Examples of Strategies and Leveled Responses- Community

LEVELED RESPONSE
<ul style="list-style-type: none"> • Use of lower-level strategies and responses • Parent/guardian communication • Loss of classroom/setting privileges • Assigned seat on bus • Implement a 2x10 strategy • Teacher/student problem solving conference • Restorative practices • Conflict resolution • Restitution (fix-it plan) <ul style="list-style-type: none"> • Reflective activity • Apology • Peer mediation • School community service • Behavior contract: expected student behaviors/consequences and incentive • Referral to formal Check-In/Check-Out plan with adult • Referral to school based, skill building group • Loss of transportation (bus) privileges for behavior on the bus (unless conflicting with IEP) • In School Suspension • Potential police notification

LEVEL 3: SCHOOL

Level 3 behavior incidents are more serious and impact safety and learning. They are usually addressed outside the classroom by the student support team. These actions aim to correct behavior by stressing the seriousness of the behavior while providing access to educational programming.

Examples of Strategies and Leveled Responses- School

- **Use of lower-level strategies and responses**
- Loss of classroom/setting privileges
- Restorative practices
- Parent/guardian and/or staff conference
- Contract between teacher, student and parent/guardian
- Restitution for property incidents
- Referral to building SRT or BARR team
- Change in schedule
- Referral to outside resources
- Removal from classroom
- Alternate in-school educational programming, during which school work is completed, for less than half a day
- In-school suspension, during which school work is completed
- Out of school suspension
 - Suspension re-entry
- Dismissal
- Collaborative conversation with district support team
- Threat Assessment
- Potential police notification

LEVEL 4: DISTRICT

Level 4 behavior incidents have a more serious impact and are addressed outside the classroom, by the school and/or district administration for additional support. The school's response may include the recommendation of expulsion. These strategies or responses focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.

Examples of Strategies and Leveled Responses- District

- **Use of lower-level strategies and responses**
- Parent/guardian conference
- Restitution for property incidents
- Check in/process with staff
- Out of school suspension
- Collaborative conversation with district support team
- Referral to building SRT or BARR team
- Referral to outside resources
- Monetary restitution
- Potential police notification
- Interim alternative educational placement
- Expulsion or exclusion (an act of the Board of Education)

REPORTING REQUIREMENTS TO THE MN DEPARTMENT OF EDUCATION THROUGH THE DISCIPLINARY INCIDENT REPORTING SYSTEM (DIRS)

- There is a school disciplinary action involving a student, including:
 - In-school Suspension;
 - Out-of-school Suspension;
 - Expulsion (report within 30 days of effective date);
 - Exclusion (report within 30 days of effective date);
 - Administrative Transfer;
 - Offender Requested to Transfer within the School District;
 - Offender Requested to Transfer to Another District;
 - Offender Withdrew from School;
 - Unilateral Removal to An Alternative Educational Setting; or
 - Removal by Hearing Officer on Determination of Likely Injury.
- A student is referred to law enforcement as a result of a school-related incident, regardless of the disciplinary outcome.
- A student is arrested as a result of a school-related incident, regardless of the disciplinary outcome.
- Possession or use of a dangerous weapon in a school zone, regardless of the disciplinary outcome.
- Physical assault of a district employee, including all teachers and staff, by a student (report within 30 days of assault), regardless of disciplinary outcome.

DEFINITIONS OF BEHAVIOR CATEGORIES AND DISCIPLINARY RESPONSES

Districts are required to report the incidents highlighted in pink through the State's Discipline Incident Reporting System as explained above

DISRUPTIVE BEHAVIOR					
DEFINITION	ADDITIONAL INFORMATION	L1	L2	L3	L4
<p>Inappropriate Language</p> <p>Students are expected to use language that is appropriate in an educational setting. The use of inappropriate language includes language when not directed at a specific person and involves profanity, general sexual connotations or innuendo, put-downs to a particular group of people, or is otherwise not appropriate for a school setting. Isolated references to alcohol, drug and tobacco use, or other illegal behavior, will be inappropriate language, unless the references are made for an educational purpose in connection with an assignment from a classroom teacher.</p>		X			
<p>Sexual Inappropriate Behavior/ Misconduct</p> <p>Sexual misconduct includes verbal and nonverbal attempts to initiate sexual contact with another person and any form of touching of a sexual nature, with or without consent of the other party. Sexual misconduct also includes exchanging pornographic, obscene, or otherwise sexually suggestive photographs or messages with another person, including behavior commonly referred to as "sexting." Pornographic material or pornography is defined as material (such as writings, photographs, or videos) depicting sexual activity or erotic behavior in a way that is designed to arouse sexual excitement.</p>				X	
<p>Abusive Language, Verbal Abuse</p> <p>Abusive language consists of verbal abuse directed at a specific person, such as a teacher, staff member or classmate. Verbal abuse is the improper or excessive use of language to humiliate someone, to undermine someone's dignity, or to undermine someone's authority. Profanity and insults specifically directed at an individual are considered bullying or harassment.</p>				X	

BULLYING AND HARASSMENT

DEFINITION	ADDITIONAL INFORMATION	L1	L2	L3	L4
<p>Bullying Per Policy 514 and Minn. Stat. §121A.031, bullying means intimidating, threatening, abusive or harming conduct that is objectively offensive and</p> <ol style="list-style-type: none"> 1. There is an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or 2. Materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. <p><i>"Intimidating, threatening, abusive, or harming conduct"</i> includes, but is not limited to, conduct that:</p> <ol style="list-style-type: none"> 1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property; 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, gender, age, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity or expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act ("MHRA"). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA. 	<p>The term, "bullying," specifically includes Cyberbullying - Cyberbullying means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network, Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.</p> <p><i>To report an incident of bullying, students and/or families should contact their building administrator.</i></p>			X	
<p>Discrimination School Board Policy 102 states that the purpose of the policy is to ensure that an equal educational opportunity is provided for all students. To that end, SSPPS prohibits students from engaging in acts of discrimination on the basis of race, color, creed, religion, national origin, sex, gender, marital status, parental status, status with regard to public assistance, disability, sexual orientation including gender identity and expression, or age</p>				X	

BULLYING AND HARASSMENT (CONT'D)

DEFINITION	ADDITIONAL INFORMATION	L1	L2	L3	L4
<p>Harassment</p> <p>School Board Policy 413 prohibits acts of harassment and violence on the basis of race, color, creed, religion, national origin, sex, sexual orientation including gender identity and expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Policy 413 generally defines harassment as behavior that consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, sexual orientation including gender identity and expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability when the conduct:</p> <ol style="list-style-type: none"> 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. <p>Students may not use microaggressions, which are verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership, often about race.</p>				X	
<p>Hazing</p> <p>School Board Policy 526 specifically addresses hazing. Hazing is defined as committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:</p> <ol style="list-style-type: none"> 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body; 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student; 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student; 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school; and 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of SSPPS policies or regulations. 					X

PHYSICAL AGGRESSION

DEFINITION	ADDITIONAL INFORMATION	L1	L2	L3	L4
<p>Horseplay and Play Fighting</p> <p>Horseplay and play fighting involves no intent to harm. Behaviors include, but are not limited to, the following: (1) pretending to hit, punch, kick, or otherwise make physical contact with another individual; (2) pranks; (3) rough or boisterous play involving physical contact; and (4) running in the building.</p>			X		
<p>Innapropriate Physical Contact</p> <p>Students are expected to keep their hands to themselves. Intentionally touching or making physical contact with another individual, without that individual’s permission, is not allowed. The contact may or may not involve harm.</p>			X		
<p>Physical Aggression</p> <p>An intentional act by a student resulting in bodily harm. Students engage in non-serious but inappropriate physical contact, such as pushing and intimidation. Physical aggression is defined as hitting, kicking, pushing, shoving, tripping, and other similar acts of physical conduct carried out with an intent to cause harm to another individual. Physical aggression does not include conduct that falls within the definition of horseplay, play fighting, or fighting.</p>				X	
<p>Fighting</p> <p>It is the policy of the school district to maintain a learning environment that is safe and free from fear and violence. Fighting is defined as intentionally hitting, kicking, punching, pushing, shoving, or tripping another individual who is a mutual combatant (both parties participate) in a physical altercation involving two or more people. Fighting is distinguishable from physical aggression because physical aggression does not involve a mutual combatant. School district administrators possess the discretion to determine what conduct constitutes a “fight” or an “assault.”</p>				X	
<p>Group Violence</p> <p>Students should interact in a positive manner with their peers. Students must not plan, instigate or participate with another or others, in an incident of group violence. This includes but is not limited to physical aggression, fights, riots, assault, gang-related activities and cyberbullying. Group violence can occur on school grounds, during school-sponsored events, or through electronic means.</p>				X	
<p>Threat of Violence</p> <p>Threats of violence are either direct or indirect threats to commit an act of violence for the purpose of causing serious inconvenience or disruption in the school environment or to cause the evacuation of a school building, event, or vehicle. A bomb threat or school shooting is an example of a threat of violence. Students may not engage in any behaviors that meet the Minn. Stat. 609.713 definition of terroristic threats.</p>					X

PHYSICAL AGGRESSION (CONT'D)

DEFINITION	ADDITIONAL INFORMATION	L1	L2	L3	L4
<p>Assault Assault is doing an act with intent to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.</p>					X
<p>Sexual Assault Sexual assault is any type of sexual contact or behavior such as rape, fondling, or molestation that occurs without the explicit consent of the individual who is the recipient of the contact or behavior. Students of all genders can be victims of sexual assault.</p>					X

OTHER DISCIPLINARY CONCERNS

DEFINITION	ADDITIONAL INFORMATION	L1	L2	L3	L4
<p>Alcohol, Chemicals, Prescription, Over the Counter (OTC) products or Controlled Substances , Illegal Drugs —Possession/ Use Students may not possess or use controlled substances, including but not limited to, any narcotic drug, inhalant, hallucinogenic drug, toxic or mood-altering substances, intoxicating beverage, tobacco (including e-cigarettes, pipes, etc.), items regarded as a drug, or any paraphernalia associated with controlled substances., The unauthorized use of prescription drugs is strictly prohibited on school property, on the school bus, or at any school-sponsored extracurricular activity or event.</p>					X
<p>Alcohol, Chemicals, Prescription, Over the Counter (OTC) Drugs or Controlled Substances — Soliciting/ Selling Students may not purchase, intent to purchase, sell, intend to sell, distribute, and/ or give away controlled substances, including but not limited to, any narcotic drug, inhalant, hallucinogenic drug, toxic or mood-altering substances, intoxicating beverage, tobacco (including e-cigarettes, pipes, etc.), items regarded as a drug, or any paraphernalia associated with controlled substances.</p>					X
<p>Arson Arson is the unauthorized, intentional burning of one's own property or someone else's property. Students must not plan and/or participate in malicious burning of property. The use of a combustible or flammable liquid is prohibited. Minn. Stat. 609.561-5632 (arson in 1st through 5th degrees).</p>					X

OTHER DISCIPLINARY CONCERNS (CONT'D)

DEFINITION	ADDITIONAL INFORMATION	L1	L2	L3	L4
<p>Attendance, Tardiness, Truancy</p> <p>In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the intrinsic value of attendance each school day by each student. It enables every student to profit to the maximum degree from the enhanced learning environment that full attendance promotes. Compulsory attendance policies for students under the age of 17 years will be applied in cases of chronic absence or tardiness. Parental notification will occur when a student is determined to be truant by the school. A student under the age of 17 years with seven or more unexcused absences may be referred to appropriate services.</p> <p><i>Attendance disciplinary action is outlined in the district's attendance policy (Policy 503).</i></p>	<p>All students are expected to be on time for class. A student is tardy when they are not present in class and prepared to receive instruction at the scheduled start time of the class. Elementary students may be considered tardy if they are not on time for school at the beginning of the school day.</p>	X			
<p>Dishonesty/Academic Dishonesty</p> <p>Students are expected to tell the truth. A student is dishonest when they do not tell the truth or provides information that is misleading. Intentional behavior including, but not limited to, plagiarism, copying another's work, cheating, or altering records. Students are expected to do their own work and to provide proper citations and attributions when their work references materials created by others. Cheating occurs when a student represents another individual's work as their own, obtains data or answers through acts of deception or dishonesty, or uses tools or resources that are not authorized by a teacher when completing an assignment. Plagiarism involves copying the work of others or copying portions of books, magazines, research materials, or Internet sources without using proper citations or attributions. Cheating and plagiarism also could involve distributing academic materials or other information to other students, either hand-to-hand or through the use of technology, to facilitate cheating or plagiarism.</p>			X		
<p>Failure to Follow Instructions</p> <p>Students are expected to follow the instruction of all SSPPS personnel, regardless of whether employed by SSPPS directly or through a contractor, and volunteers.</p>					
<p>Fraud/Forgery</p> <p>Falsely making or altering a writing by which the legal rights or obligations of another person are apparently affected; simulated signing of another person's name to any such writing.</p>			X		

OTHER DISCIPLINARY CONCERNS (CONT'D)

DEFINITION	ADDITIONAL INFORMATION	L1	L2	L3	L4
<p>Grooming, Dress</p> <p>Students are expected to dress appropriately for school activities and in keeping with the needs of the learning environment as defined in School Board Policy 504. This is a joint responsibility of the student and the student's parent(s) or guardian(s).</p>	<p>The following are considered inappropriate:</p> <ul style="list-style-type: none"> • Apparel that can be hazardous to them or present a health problem • Apparel or footwear that can damage school property • Apparel that includes words or visuals that are lewd, obscene, disruptive, or discriminatory or advertise drugs, alcohol or tobacco; or any products or activities that are illegal for use by minors. • Apparel that includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Policy 413 are prohibited. 	X			
<p>Hazardous and Nuisance Objects</p> <p>Hazardous and nuisance objects as judged by teachers or administration are prohibited from school property and school-sponsored events. The following are examples of prohibited items: toys, skateboards, rollerblades/roller-wheel objects, laser pointers, lighters, perfumes, and body sprays. The administration reserves the right to examine district property and the person. The school district assumes no responsibility for finding or protecting items mentioned above.</p>			X		
<p>Leaving Class without Permission</p> <p>Students are expected to be in their assigned area and not to leave to other parts of the building or to elope outside of the building. Students are expected to be in class until they are excused, and may not leave class before the end of a class period without permission.</p>			X		

OTHER DISCIPLINARY CONCERNS (CONT'D)

DEFINITION	ADDITIONAL INFORMATION	L1	L2	L3	L4
<p>Misuse of Technology</p> <p>The use of the school district computer system and access to the internet is a privilege, not a right. Students are expected to utilize technology in a manner that is consistent with the educational mission of SSPPS. Policy 536- Student Information Technology Acceptable Use Policy, outlines SSPPS's expectations for student use of technology, to include the use of all electronic devices (e.g. cell phones, smartphones, smartwatches, etc.). All students are expected to act in accordance with this policy. Misuse of technology includes conduct resulting in harm or potential harm to the student, another individual, or another individual's property. Students should be aware that misconduct involving the misuse of technology may also meet the definitions of other offenses outlined in this handbook (e.g., cheating or plagiarism, cyberbullying, harassment or discrimination).</p>				X	
<p>Ordering Food</p> <p>Parents and students are not allowed to order or receive food from an outside vendor/restaurant for delivery during the school day.</p>		X			
<p>Photographic or Recording Device Misuse</p> <p>Any photographic, video image or audio recording taken of a teacher or student during the instructional day without the consent of the individual(s). Any photographic or movie image taken of a teacher or other students during the instructional day cannot be published or posted on a public forum (e.g., YouTube, Facebook, Twitter, Instagram, Snapchat, etc.) without the written consent of each individual. District Policy 514 states posting or sending images without permission is a violation and could be considered Cyberbullying.</p>				X	
<p>Property Damage, Vandalism</p> <p>Property damage is a violation when it involves the intentional damage, destruction, vandalism, or breaking of another individual's property or SSPPS property. For example, property damage includes intentional acts such as damaging or destroying textbooks and other school equipment, using technology to download or deploy unauthorized or malicious software, spray painting surfaces, acts of vandalism, and damaging or destroying the property of another student. Students are expected to be respectful of all property. Misuse of property occurs when a student uses property without permission or uses property in a way that is inconsistent with the intended use of the property.</p>	Property under \$500		X		
	Property over \$500			X	

OTHER DISCIPLINARY CONCERNS (CONT'D)

DEFINITION	ADDITIONAL INFORMATION	L1	L2	L3	L4
<p>Possession of Dangerous Weapon or Other Dangerous Object</p> <p>Students must keep dangerous weapons out of school. Students may not bring dangerous weapons to school. A “dangerous weapon other than a firearm” is defined as:</p> <ul style="list-style-type: none"> • Any device or instrument designed as a weapon and capable of producing death or great bodily harm; • Any device modified so that it may be used as a weapon and capable of producing death or great bodily harm; • Any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm; • Any fire that is used to produce death or great bodily harm; • Any knife with a blade; • Any replica firearm, BB or pellet gun. • Minn. Stat § 609.02, subd. 8 (def. great bodily harm) • Minn. Stat § 609.02, subd. (def. of dangerous weapon) • Minn. Stat § 609.66, subd. 1d, 18 U.S.C. § 930(g)(2) (def. dangerous weapon) <p>“Other weapon” includes any device or instrument – including any non-conventional weapon – which, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm. Other weapons include but are not limited to knives with blades, fake knives, look-alike weapons, clubs, metal knuckles, chains, poisons, arrows, bats, nunchucks, throwing stars, stun guns, mace and other propellants, and other objects that have been modified to serve as a weapon, etc. This includes pyrotechnics such as firecrackers, fireworks, smoke bombs, etc. that contain flash powder, gunpowder, blackpowder, or any other explosive compound constructed to produce detonation or deflagration.</p> <p>A student who finds a weapon on the way to school or in the school building, or a student who discovers that they accidentally have a weapon in their possession, and takes the weapon immediately to the Principal’s Office shall not be considered to possess a weapon.</p> <p>“School Location” includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions.</p> <p>“Possession” means having a weapon on one person or in an area subject to one’s control in a school location.</p>	<p>With No Intent</p>			X	
	<p>With Intent to Use or Use</p>				
<p>Possession of a Firearm</p> <p>Students may not bring firearms to school. Firearms are banned from all property owned or controlled by South St. Paul Public Schools. A firearm is defined in Minn. Stat. § 609.666, subd. 1(a) as a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or by the force of combustion.</p>					X
<p>Substantial Interruption to the Learning Environment</p> <p>A substantial interruption to the learning environment occurs when a student engages in behavior that creates a substantial risk of or results in injury, or that significantly disrupts learning (e.g., throwing chairs, causing the evacuation of classrooms, eloping to unsafe areas, verbal arguments disrupting the learning of other rooms, etc.). Students do not have the right to interfere with other students’ right to receive an education.</p>				X	

OTHER DISCIPLINARY CONCERNS (CONT'D)

DEFINITION	ADDITIONAL INFORMATION	L1	L2	L3	L4
Theft Theft is taking the property of another individual or the school without permission, with the intent of not returning the property to the owner. No force is involved in the taking of property.	Theft under \$500		X		
	Theft over \$500			X	
Trespassing Students may not be on school property or in parts of school property without permission, including while suspended or expelled; includes breaking and entering into locked or private areas, such as other students' lockers, administrative office areas, and supply cabinets.				X	
Truancy/Violation of Closed Campus Students may not leave the school campus during school hours without prior approval.			X		

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

DISCIPLINE GUIDELINES FOR STUDENTS WITH SPECIAL NEEDS (504, IEP AND STUDENTS UNDER EVALUATION)

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

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

* Unless the student has been suspended 11 or more than 10 cumulative days in a school year. (Minn. Stat. §121A.43(a)).

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

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

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

STUDENT BUS RIDER RESPONSIBILITIES

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

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

STUDENT BUS RIDER RESPONSIBILITIES

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

Going to the Bus Stop

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

Waiting at the Bus Stop

- Wait away from the traffic. Stay at least five feet off the road or street.
- Respect the property of others while waiting at the bus stop. Do not pick flowers, disturb shrubs, throw stones or snowballs, litter, etc.
- Use appropriate language at all times.
- Respect other students by not pushing, shoving or fighting.
- Stay back from the street until the bus is actually stopped. A push at the middle or end of the line can send the front person into the bus or under its wheels.
- Older students should be helpful to younger ones.
- The district's student behavior policies, guidelines, and rules are enforceable while a student waits at the bus stop.

Boarding the Bus

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

STUDENT BUS RIDER RESPONSIBILITIES (CONT'D)

Riding on the Bus

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

Getting off the Bus

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

CONSEQUENCES FOR MISBEHAVIOR ON THE BUS

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

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

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

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

STUDENT USE OF PERSONAL ELECTRONIC DEVICES

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

STUDENT RESPONSIBILITIES FOR PERSONAL ELECTRONIC DEVICE

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

Expectations of Use

GRADE	EXPECTATIONS	POTENTIAL CONSEQUENCES
<p>Grades K-8</p>	<p>Use of personal computers and tablets is reserved for use during instructional time only and is forbidden in all other settings of the school grounds.</p> <ul style="list-style-type: none"> • Students are required to turn off all devices when entering the building. • Students may turn the devices back on again when exiting the building, • Uses of these devices in the school will result in the phones being confiscated, and the family needing to come pick them up. <p>Parents are asked to not disrupt the school environment by contacting their children via their cell phone and should instead contact the school's main office to leave their child a message. Students should turn their cell phones off while in school.</p> <ul style="list-style-type: none"> • Students are not allowed to contact parents during the school day using their personal device. • Students must ask permission to contact parents and will use a school phone when given permission by school personnel. It is highly suggested that students memorize their family's phone numbers. 	<ul style="list-style-type: none"> • Verbal warning • Confiscation and family must pick-up device • Classroom consequences • Parent notification • Removal from class • Detention • Team meeting (teacher, parent, counselor, admin) • Check in device at office each morning • Loss of other technology privileges
<p>Grades 9-12</p>	<p>Use of personal devices is subject to teacher discretion.</p> <ul style="list-style-type: none"> • Use of personal electronic devices is a privilege, not a right. • Students are discouraged from using personal electronic devices during the school day unless for instructional use. • Misuse of devices in the classroom or at other times during the school day are subject to the consequences listed. <p>Parents are asked to not disrupt the school environment by contacting their children via their cell phone during class.</p>	<ul style="list-style-type: none"> • Verbal warning • Confiscation • Classroom consequences • Parent notification • Removal from class • Detention • Team meeting (teacher, parent, counselor, admin) • Morning check-in • Loss of other technology privileges

FREQUENTLY ASKED QUESTIONS

1. What is the role of a school resource officer?

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

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

2. How does SSPPS address attendance issues?

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

3. How does SSPPS treat behavior in school parking lots?

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

4. Is there an appeals process for student discipline?

Minnesota's Pupil Fair Dismissal Act provides for an appeals process in situations involving a student expulsion or exclusion. See [Minn. Stat. §121A.47](#). South St. Paul Public Schools focuses on resolving problems as quickly and efficiently as possible at the level closest to the individual. We encourage concerns to be addressed and resolved directly with site administrators, however, if you cannot or have already tried unsuccessfully, individuals may submit a grievance form through the district website at this link: <https://www.sspps.org/resources/school-year/handbooks#fs-panel-9644>

5. What is the district's policy on locker searches?

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

FREQUENTLY ASKED QUESTIONS (CONT'D)

6. What is the district's policy around searches of student cell phones and personal computers?

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

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

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

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

7. What is the district communications policy regarding serious incidents, suspensions and expulsions? Do you inform all parents of students who were involved? Do you inform all parents of the school?

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

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

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

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

8. Does SSPPS have recommended resources to assist families in dealing with student behavior concerns and helping students develop self-management skills?

Yes. Information about these resources may be obtained from your building leadership team or by visiting our website at <https://www.sspps.org/departments/student-services>.

9. How is student data kept confidentially?

SSPPS always maintains data confidentiality when working with students and families. We do this out of respect to individuals' right to privacy as well as to comply with state and federal laws that limit the sharing of information.

We also acknowledge that data confidentiality can lead to frustration as it can limit the information we are able to share. This is particularly true when working to support victims and families as it can give the impression that no action is being taken. We ask that our families keep this in mind as we strive for meaningful partnership while also knowing that limits to information sharing can erode trust. [School Board Policy 515](#) has further information on the Protection and Privacy of Student Records.

FREQUENTLY ASKED QUESTIONS (CONT'D)

10. How does the district investigate disciplinary situations such as bullying or harassment?

The district conducts thorough investigations into disciplinary situations like bullying or harassment through a multi-step process aimed at ensuring fairness and accountability. When allegations arise, trained personnel collect detailed accounts from all involved parties and witnesses through interviews and/or written statements. These investigations prioritize confidentiality to protect the privacy of those involved while maintaining transparency in the process. Evidence such as electronic communications, surveillance footage, or physical documentation may be reviewed to corroborate accounts. Throughout the investigative process, the district adheres to established policies and guidelines and consults with legal counsel, when necessary. Once the investigation is completed, appropriate disciplinary actions are determined based on the severity of the incident and in accordance with the Student Rights and Responsibilities Handbook, district policies, and state and federal laws. The focus of any disciplinary outcome is on fostering a safe and inclusive learning environment for all students.

SUMMARY OF ADDITIONAL DISTRICT POLICIES

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

Assessment of Standard Achievement (Policy 618)

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

Attendance (Policy 503)

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

Bullying Prohibition (Policy 514)

The district expressly prohibits bullying, by either an individual student or a group of students, on school premises, on school district property at school functions, or activities, or on school transportation. Any person who believes they have been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to the building principal. Within 3 days of the report, the school district will undertake an investigation into the matter.

Corporal Punishment (Policy 507)

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

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

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

Do Not Attempt Resuscitation (Policy 518)

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

SUMMARY OF ADDITIONAL DISTRICT POLICIES (CONT'D)

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

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

Education of Homeless Children

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

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

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

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

Emergency Health Situations and District Insurance Limitations

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

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

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

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

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

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

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

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

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

Harassment and Violence ([Policy 413](#))

Harassment against students based on protected class status is a form of discrimination. Harassment by any person, student or staff member, based on race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status, that creates an intimidating, hostile or offensive working or learning environment, or substantially interferes with the working or learning environment, will not be tolerated under any circumstance. Individuals who believe they may have experienced harassment should report the complaint to the building principal.

SUMMARY OF ADDITIONAL DISTRICT POLICIES (CONT'D)

Immunization Requirements (Policy 530)

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

Interviews of Students by Outside Agencies (Policy 519)

Generally, students may not be interviewed during the school day by persons other than a student's parents, district officials, employees or agents of the district, except as otherwise provided by law and/or district policy. Upon receiving an interview request, the principal will determine whether the request will be granted.

Medication (Policy 516)

The district acknowledges that students may require prescription and nonprescription medication during the school day. In such cases, medication may be administered only by the licensed school nurse or other trained school employees. The district strongly discourages students from possessing and self-administering nonprescription medication without written authorization from the student's parent/guardian on file in the health office.

Pledge of Allegiance (Policy 531)

Students shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. Pursuant to Minn. Stat. §121A.11, subdivision 3(c), anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school employees must respect another person's right to make that choice.

Promotion, Acceleration, Retention and Program Design (Policy 513)

The district is dedicated to the total and continuous development of each student. Students will be placed in the instructional level best suited for their academic, social and emotional needs. Students will usually progress from level to level on an annual basis. Exceptions may be made when they are in the best educational interest of the student. Exceptions will be made only after consultation with the student's family. The final decision will rest with the district.

Protection and Privacy of Student Records (Policy 515)

The district recognizes its responsibilities in regard to the collection, maintenance and dissemination of student educational records and data. District policy defines the procedures and practices for protecting the privacy of student information in accordance with state and federal laws.

Examples of student directory information are below and may be made available to the public. A parent/guardian may refuse to have any or all of the directory information made public by notifying the building principal in writing in accordance with district policy.

- Student name, address, telephone number and electronic mail address
- Student photograph
- Student date and place of birth
- Student dates of attendance, major field of study, grade level, and enrollment status
- Student participation in officially recognized activities and sports, weight and height of members of athletic teams, degree, honors and awards received, and
- Student degrees, awards most recent educational agency or institution attended
- Parent/Guardian name, address, telephone number

Search of Lockers, Desks, Possessions and Persons (Policy 502)

(See FAQ regarding searches, page 26)

School lockers are the property of the district. The district maintains exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school employees for any reason at any time, without notice, without student consent, and without a search warrant.

The personal possessions of students within a school locker or on a student's person may be searched only when school employees have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practical after the search of a student's personal possessions within a locker, a school employee will notify the student whose personal possessions within a locker were searched unless disclosure would impede an ongoing investigation by police or school employees. Schools may also use specially trained dogs in school parking areas, to detect and alert officials to the presence of prohibited items and illicit substances.

SUMMARY OF ADDITIONAL DISTRICT POLICIES (CONT'D)

Selection of Instructional Text, Materials and Content ([Policy 606](#))

The district recognizes that the selection of textbooks and instructional materials is vital to supporting the district's academic standards and curriculum. The school board has the authority to make final decisions on the selection of instructional texts, materials and content. The district has a process, referenced in Policy 606 in, for families and community members to review or seek reconsideration of selected instructional texts and materials.

Special Accommodations and Services for Students with Special Needs ([Policy 608](#))

The district provides a full range of special services and accommodations necessary for meeting students' special needs. Families are encouraged to contact building principals for additional information related to student identification, assessment, service availability and other options.

Staff Notification of Violent Behavior of Students ([Policy 529](#))

In an effort to provide a safe school environment, the assigned classroom teacher and other employees with a legitimate educational interest will be notified if a student has a history of violent behavior. The administration will meet with the assigned classroom teacher and other employees with a legitimate educational interest for the purpose of notifying and determining how employees will work with the identified student.

Student Fundraising ([Policy 511](#))

The district recognizes the desire by district-sponsored student groups and student organizations to raise funds to meet their needs and goals and to fund student activities. School groups or organizations raising funds must meet the established district criteria and follow district policy for fundraising. National and international fundraising groups may apply for approval of specific fundraising activities through the building principals. Violations of the student fundraising policy may result in disciplinary action up to suspension or expulsion.

Student Surveys ([Policy 520](#))

The district may conduct student surveys as determined necessary. The superintendent may refuse to permit a survey to be conducted based on the alignment of the survey to the mission of the district or the impact the administration of the survey would have on the instructional day.

Student Use and Parking of Motor Vehicles ([Policy 527](#))

Students are allowed the limited use and parking of motor vehicles in district locations in accordance with district policy. Students permitted to park at a district location do so as a privilege, not a right.

Students With Communicable Diseases and Infectious Conditions ([Policy 420](#))

Students with communicable diseases are not to be excluded from attending school in their daily attendance setting so long as their health permits and their attendance does not create a significant health risk of the transmission of illness to students or employees.

Video/Electronic Surveillance ([Policy 712](#))

Maintaining the health, welfare and safety of students, employees and visitors while on school district property and protecting district property are important functions of the district. The district recognizes the value of video/electronic surveillance systems in monitoring activity on school property in providing these functions.

Wellness ([Policy 534](#))

The district recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and learning. The school environment should promote and protect a student's health, well-being and ability to learn by encouraging healthy eating and physical activity. The district encourages the involvement of students, parents, teachers, nutrition service employees, and other interested persons in implementing, monitoring and reviewing district nutrition and physical activity policies.

APPENDIX



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: June 24, 2024

Place on Agenda: Board Meeting

Action Requested: Approval

Attachment: Resolution Establishing Dates for Filing Affidavits of Candidacy

Topic: School Board Elections
Presenter(s): Lisa Brandecker, Manager of Administrative Services
<p>There are three School Board member seats up for election this fall. As a result, the <i>Resolution Establishing the Filing Dates for Affidavits of Candidacy</i> will go before the School Board for approval at their Monday, June 24, 2024, regular business meeting.</p> <p>This resolution includes the following details for interested and eligible voters to file for the office of School Board member.</p> <ul style="list-style-type: none">• The filing period for the office of School Board member opens on Tuesday, July 30, 2024, and closes at 5:00 PM on Tuesday, August 13, 2024.• There is a \$2 filing fee that must be submitted in conjunction with the Affidavit of Candidacy.• The Affidavit of Candidacy and \$2 filing fee must be submitted to the Office of the City Clerk at the South St. Paul City Hall (125-3rd Avenue North, South St. Paul), prior to the closing of the filing period on Tuesday, August 13, 2024. <p>There are legal publishing and posting requirements the School Board Clerk must follow after the Board's approval of the Resolution Establishing Dates for Filing Affidavits of Candidacy. At the work session on Monday, we will review the resolution and discuss other election business.</p>
Recommendation: Administration recommends the approval of the Resolution Establishing Dates for Filing Affidavits of Candidacy which is a legal requirement to run the School Board elections this fall.
Alternatives: N/A

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD
OF SPECIAL SCHOOL DISTRICT NO. 6
(SOUTH ST. PAUL PUBLIC SCHOOLS)
STATE OF MINNESOTA

HELD: JUNE 24, 2024

Pursuant to due call and notice thereof, a regular meeting of the School Board of Special School District No. 6 (South St. Paul Public Schools), State of Minnesota, was held in said school district on June 24, 2024, at 6:00 o'clock p.m., for the purpose, in part, of establishing dates for filing affidavits of candidacy for the 2024 school district general election.

The following members were present:

and the following were absent:

Member _____ introduced the following resolution and moved its adoption:

**RESOLUTION ESTABLISHING DATES
FOR FILING AFFIDAVITS OF CANDIDACY**

BE IT RESOLVED by the School Board of Special School District No. 6, State of Minnesota, as follows:

1. The period for filing Affidavits of Candidacy for the office of school board member of Special School District No. 6 shall begin on July 30, 2024, and shall close on August 13, 2024. An Affidavit of Candidacy must be filed in the office of the School District Clerk and the \$2 filing fee paid prior to 5:00 o'clock p.m. on August 13, 2024.

2. The Clerk is hereby authorized and directed to cause notice of said filing dates to be published in the official newspaper of the School District at least two (2) weeks prior to the first day to file Affidavits of Candidacy. Publication of said notice prior to the date of adoption of this resolution is hereby ratified and approved in all respects.

3. The Clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the School District at least ten (10) days prior to the first day to file Affidavits of Candidacy.

4. The notice of said filing dates shall be in substantially the following form:

**NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD
SPECIAL SCHOOL DISTRICT NO. 6
(SOUTH ST. PAUL PUBLIC SCHOOLS)
STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that the period for filing Affidavits of Candidacy for the office of School Board member of Special School District No. 6 shall begin on July 30, 2024, and shall close at 5:00 o'clock p.m. on August 13, 2024.

The general election shall be held on Tuesday, November 5, 2024. At that election, three (3) members will be elected to the School Board for terms of four (4) years each.

Affidavits of Candidacy are available from the City Clerk, City of South St. Paul, 125 3rd Avenue North, South St. Paul, MN 55075. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the School District from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same primary or general election.

The Affidavits of Candidacy must be filed in the office of the City Clerk and the filing fee paid prior to 5:00 o'clock p.m. on August 13, 2024.

Dated: _____, 2024

BY ORDER OF THE SCHOOL BOARD

/s/ _____
School District Clerk
Special School District No. 6
(South St. Paul Public Schools)
State of Minnesota

The motion for the adoption of the foregoing resolution was duly seconded by _____ . On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
) ss.
COUNTY OF DAKOTA)

I, the undersigned, being the duly qualified and acting Clerk of Special School District No. 6 (South St. Paul Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the School board of said school district duly called and held on the date therein indicated, so far as such minutes relate to establishing dates for filing affidavits of candidacy, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this ____ day of _____, 2024.

School District Clerk



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: June 24, 2024
Place on Agenda: Regular Agenda/Business Items
Action Requested: Approval
Attachment: Acceptance of Gifts Report

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 Report
Alternatives: Do not approve the Acceptance of Gifts Report and direct administration with next steps.

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Board Meeting Date: June 24, 2024

Acceptance of Gifts

Monetary

Donation Amount	Designated To	Donation From	Purpose
\$500	SSP Secondary	Binder Heating and Air Conditioning	All Night Senior Party
\$150	SSP Secondary	Blvd Tavern, TSW Enterprise	All Night Senior Party
\$200	SSP Secondary	Gloria's Auto Sales	CDLU affinity group
\$1,200	Kaposia Education Center	Hrvatski-Dom Charities	
\$500	SSP Secondary	Hrvatski-Dom Charities	All Night Senior Party
\$100	SSP Secondary	IAFF Local 724	All Night Senior Party
\$500	Kaposia Education Center	Kaposia PTA	5th Grade Party
\$3,600	Kaposia Education Center	Kaposia PTA	Ninja Warriors
\$100	SSP Secondary	KRB Services, Inc. dba A & A Autocare	All Night Senior Party
\$100	SSP Secondary	Mauer Chevrolet	All Night Senior Party
\$739.34	Lincoln Center	SSP Educational Foundation	Deb Borrell's Clay program
\$11,415.75	SSP Secondary	SSP Open Foundation	Baseball and Track and Field Coaching Salaries

Value in Kind

Donation Item	Designated To	Donation From	Purpose



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, June 24, 2024

Place on Agenda: Regular Meeting

Action Requested: Approval

Attachment: Long Term Facilities Maintenance Revenue Spreadsheet (MDE)
Long Term Facilities Maintenance Expenditure Spreadsheet (MDE)

Topic: Long Term Facilities Maintenance 10 Year Plan
Presenter(s): Brady Hoffman, Director of Finance
<p>During the 2015 legislative session, the Legislature created a new facilities funding program – Long Term Facilities Maintenance revenue. This program replaced the previous Health and Safety and Deferred Maintenance programs.</p> <p>In order to qualify for this revenue, the Board must approve a 10-year Long Term Facilities Maintenance plan and submit it to the Minnesota Department of Education by July 31. This must be done annually. There are two documents included with this report. The first is the revenue calculation that shows the estimated revenue for the next ten years, and the second is the expenditure plan that shows the estimated costs for the next ten years.</p> <p>This was reviewed with the school board at the June 10, 2024 Committee of the Whole meeting.</p>
<p>Recommendation:</p> <p>Approval</p>
<p>Alternatives:</p> <p>Do not approve 10-year plan, SSP will not be able to receive funds.</p>



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, June 24, 2024
Place on Agenda: Regular Meeting
Action Requested: Approval
Attachment: 2024-25 Budget Summary
2024-25 Budget Presentation

Topic: Proposed 2024-25 Budget
Presenter(s): Brady Hoffman, Director of Finance
<p>Attached are the proposed 2024-25 Budgets. The Board of Education must approve these budgets prior to June 30, 2024.</p> <p>The 2024-2025 Budget Summary includes a description of fund, budget assumptions and proposed 2024-2025 budget for each of the following funds: General Fund, Food Service Fund, Community Service Fund and Debt Service Fund.</p> <p>The proposed budgets were presented to the school board at the June 10, 2024 Committee of the Whole Meeting. There have been no changes so the proposed 2024-25 budgets.</p>
Recommendation: Approval
Alternatives: N/A

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FY25 Adopted Budget

Brady Hoffman
Director of Finance
June 24, 2024



Overview

- General Fund
- Food Service Fund
- Community Service Fund
- Debt Service Fund



Budget Process

Jan/Feb – Board reviews 2024-25 budget information

Feb-March – Budget recommendations developed

March-April – Board reviews 2024-25 adjustments

April-May – Finance staff prepares 2024-25 budgets

June – Board reviews and approves 2024-25 budgets

Overall Budget Assumptions

- **Revenue Assumptions:**

- **Basic Formula Allowance** Increase of 2% (\$7,281 per pupil unit) for FY25
 - FY26 and beyond is attached to inflation with a floor of 2% and a cap of 3%
- **COVID-19 Federal Relief Funding** FY24 was the final year these funds were available which results in a large revenue decrease for FY25
- **Enrollment** is the main driver of district revenues
 - Most funding streams are based on the number of students/pupils served
 - Each student served generates a little over \$10,000 in revenue
 - The district has been experiencing declining enrollment for several years and it is expected to continue for several years due to declining birth rates
- **State** provided significant funding increases in FY24. Those increases are still not enough to keep pace with inflation and are not sustainable in the current state budget.

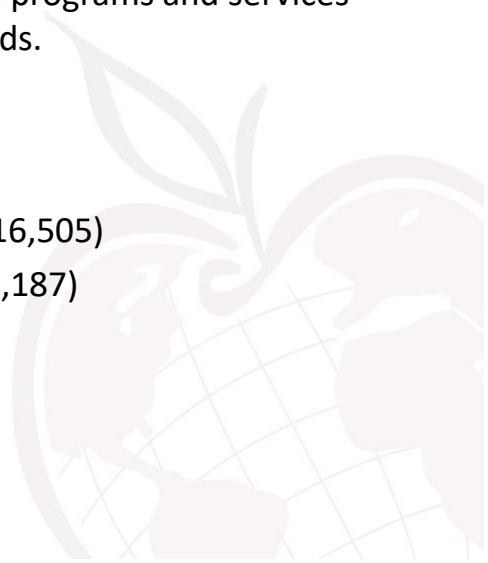
Overall Budget Assumptions

- **Expenditure Assumptions**

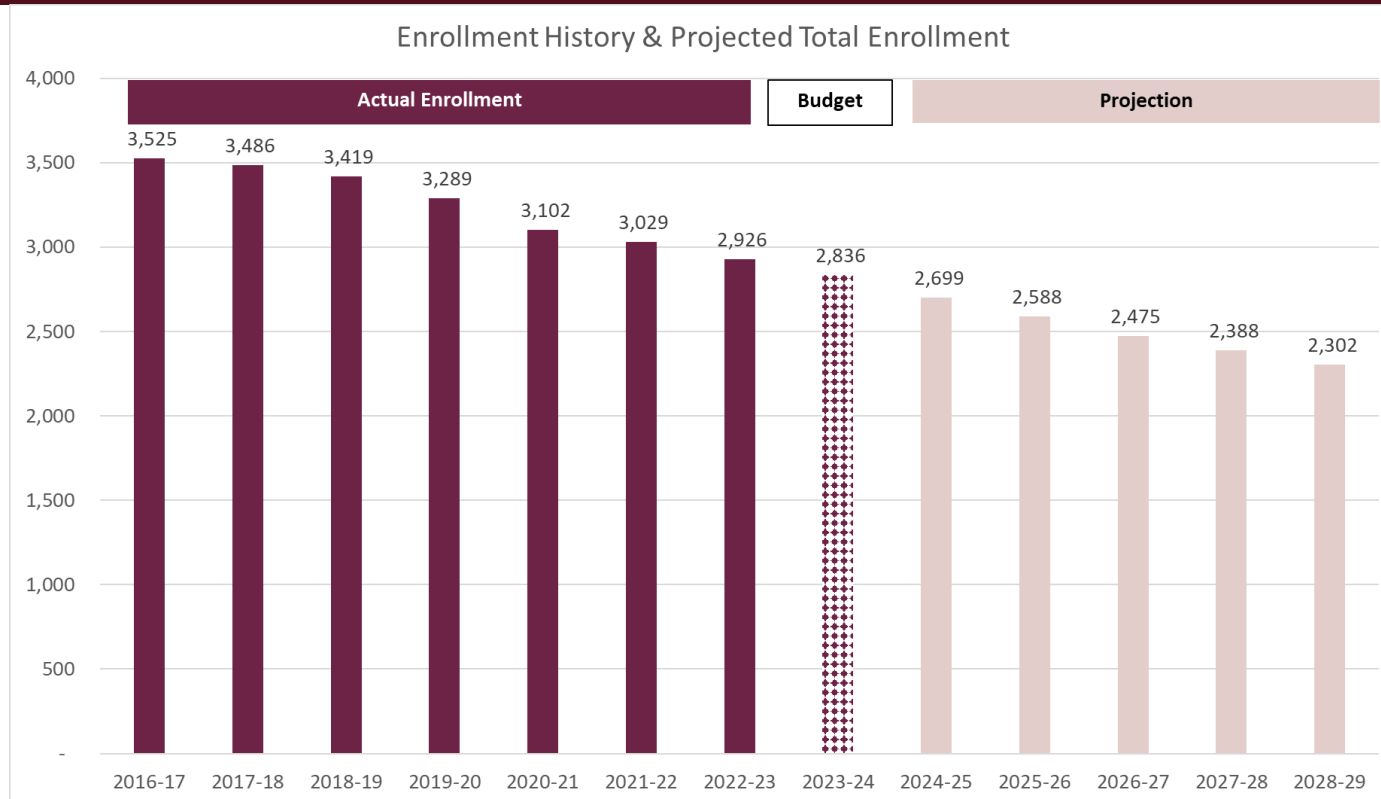
- Salary & Benefits - % increases for known settlements and contract changes. Estimates for any unsettled contracts currently in negotiations. Increases for known benefit changes.
- Class size norms have remained unchanged from the 2023-24 school year
- Non-salary items – Budgets were held constant to the extent possible. Some programs and services were subject to a larger budget increases due to inflation and market demands.

- **Other Variables**

- READ Act Funding
 - Curriculum and Materials Reimbursement - \$39.94/student served (\$116,505)
 - Professional Development/Teacher Compensation - \$36.06/pupil (\$105,187)



Enrollment Projection



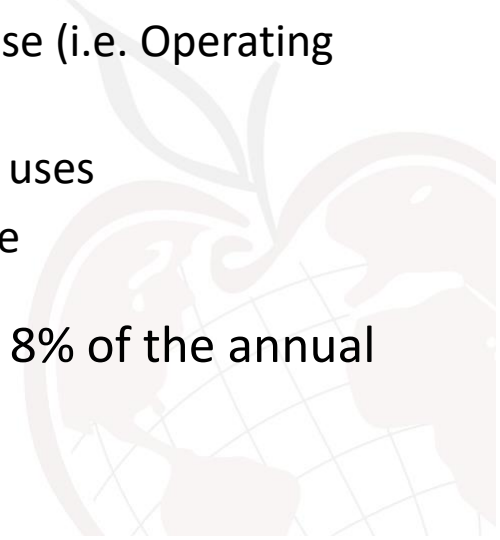
Fund Balance Categories

Fund Balance is the total accumulation of operating surpluses and deficits since the formation of the school district

Categories:

- **Restricted** consists of amounts related to externally imposed constraints such as state statute and funds can only be spent on its specified purpose (i.e. Operating Capital, LTFM, Staff Development, etc)
- **Assigned** consists of internally imposed constraints or intended uses
- **Unassigned** consists of the remaining accumulated fund balance

Fund Balance Policy – minimum unassigned fund balance of 8% of the annual budget



General Fund Summary

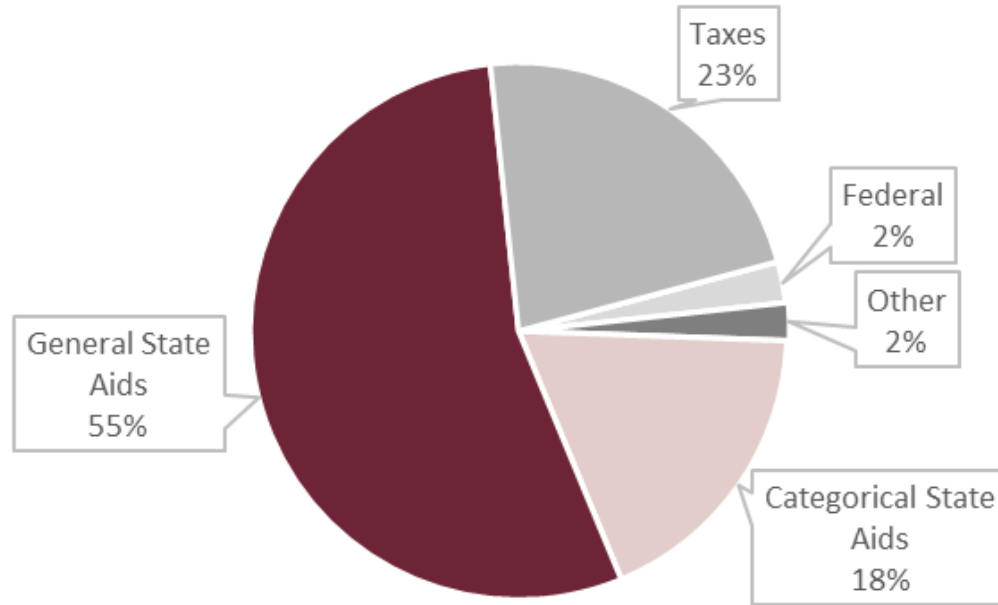
	Actual 2022-23	Revised Budget 2023-24	Projected 2024-25	Projected 2025-26	Projected 2026-27
Enrollment	2,926	2,836	2,699	2,588	2,475
Total Beginning Fund Balance	\$ 8,268,596	\$ 9,689,470	\$ 12,574,334	\$ 12,590,467	\$ 10,364,467
Revenues	47,332,848	53,161,193	50,967,027	50,304,000	49,449,000
Expenditures	45,911,974	50,276,329	50,950,894	52,530,000	54,053,000
Variance (Revenues - Expenditures)	1,420,874	2,884,864	16,133	(2,226,000)	(4,604,000)
Total Ending Fund Balance	\$ 9,689,470	\$ 12,574,334	\$ 12,590,467	\$ 10,364,467	\$ 5,760,467
Unassigned Fund Balance	4,866,863	7,806,258	7,916,000	5,690,000	1,086,000
Unassigned Fund Balance %	10.60%	15.53%	15.54%	10.83%	2.01%

General Fund Proposed Budget

	6/30/2024 Beginning Fund Balance	Adopted Budget		Fund Balance Buildup/(Usage)	6/30/2025 Ending Fund Balance
		2024-25 Revenues	2023-24 Expenditures		
General Fund					
Unassigned	7,806,259	40,240,692	40,130,950	109,742	7,916,001
Assigned	1,910,105	757,380	717,333	40,047	1,950,152
Restricted:					
Student Activities	260,569	225,000	225,000	-	260,569
Gifted & Talented	66,430	38,402	88,215	(49,813)	16,617
Medical Assistance	51,711	100,000	140,000	(40,000)	11,711
Staff Development	130,941	430,161	435,339	(5,178)	125,763
Safe Schools	201,984	105,069	139,837	(34,768)	167,216
Operating Capital	1,093,677	1,182,623	1,287,436	(104,813)	988,864
Long-Term Facilities Maintenance	428,932	1,267,306	1,194,722	72,584	501,516
Capital Projects Levy	299,870	940,514	940,514	-	299,870
Debt Reduction	279,835	28,332	-	28,332	308,167
Flexible Benefits	44,021	200,000	200,000	-	44,021
Total Restricted	2,857,970	9,968,955	10,102,611	(133,656)	2,724,314
Total General Fund	12,574,334	50,967,027	50,950,894	16,133	12,590,467
<i>Unrestricted Fund Balance %</i>	<i>19.33%</i>				<i>19.36%</i>
<i>Unassigned Fund Balance %</i>	<i>15.53%</i>				<i>15.54%</i>

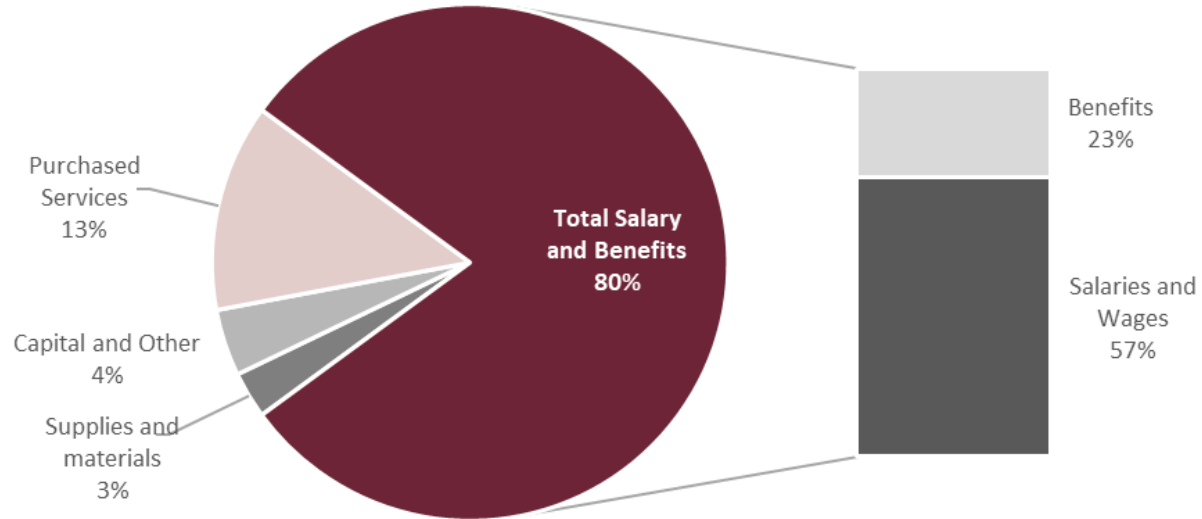
General Fund Revenue by Source

Total Revenues = \$50,967,027



General Fund Expense by Type

Total Expenditures = \$50,935,174



FY25 Nutrition Services

- Fund 02 – Nutrition Services

- Free School Meals for Kids – State will continue to provide reimbursement for breakfast and lunch

Combined State/Federal reimbursement rates – FY24 (FY25 not known at this time)

- Lunch Rate - \$4.475
- Breakfast Rate - \$2.73

- Impacts of inflation:

- Food costs continue to rise
- Wages – Lagging the market



FY25 Community Education

- Fee Structure –routine increases for fee-based programs.
- SAC disabled levy – during COVID we continued to receive SAC disabled levy funds but did not incur expenses.
 - MDE approved a waiver for FY24 related to the 2020-2021 adjustment allowing the district to retain those funds (\$224,850)
 - This waiver was not available for FY25. As a result, there is a negative revenue adjustment related to the 2021-2022 school year of \$135,000.
 - There will be another levy adjustment for FY26 of \$71,000.
- Community Programming covers “Birth to Earth” programming



FY25 – Debt Service

- The debt service fund accounts for the revenues and expenditures for the school district's outstanding bonded indebtedness
- The district is required to levy 105% of the scheduled bond principal and interest payments
- As the fund balance accumulates over time, there is a debt excess fund balance calculation performed by MDE that will reduce future tax levies and return those funds to our taxpayers



Other Funds Summary

	6/30/2024 Beginning Fund Balance	Adopted Budget		Fund Balance Buildup/(Usage)	6/30/2025 Ending Fund Balance
		2024-25 Revenues	2023-24 Expenditures		
General Fund	12,574,334	50,967,027	50,950,894	16,133	12,590,467
Food Service	776,933	2,074,652	2,313,133	(238,481)	538,452
Community Education Restricted:					
Regular Community Education	452,686	1,053,689	1,254,845	(201,156)	251,530
Early Childhood Family Education	104,851	280,462	283,528	(3,066)	101,785
School Readiness	46,572	297,025	265,404	31,621	78,193
Adult Basic Education	56,644	376,179	342,677	33,502	90,146
Restricted for Community Education	2,462	25,000	25,000	-	2,462
Total Community Education	663,215	2,032,355	2,171,454	(139,099)	524,116
Debt Service	713,242	3,239,924	3,225,875	14,049	727,291
Total All Funds	14,727,724	58,313,958	58,661,356	(347,398)	14,380,326

Next Steps

- June 24 - School Board approval of 2024-25 Budgets



South St. Paul
Public Schools



2024-2025 Budgets

First Reading: June 10, 2024
Final Approval: June 24, 2024

District Financial Timeline

South St Paul Public Schools, along with all other Minnesota school districts, operates on a fiscal year from July 1 – June 30. The budget is presented to the School Board for approval each June. Management of the school district’s budget is a process that includes important steps that occur throughout the year. The life cycle of the 2024-25 budget began last fall and will conclude with the final audit scheduled for November 2025.

September 2023	The school board reviewed and approved the preliminary property tax levy for fiscal year 2024-25.
November 2023	The school board reviewed and approved the final 2022-23 audit.
December 2023	The school board reviewed and approved the final property tax levy for fiscal year 2024-25.
January 2024	The school board began the 2024-25 budget planning process by reviewing the 2024-25 budget assumptions and budget projections. The school board approved the 2024-25 Budget Guiding Change Document.
March 2024	The school board reviewed and approved the proposed budget adjustments for 2024-25.
June 2024	The school board will review and approve the 2024-25 budgets.
September 2024	The school board will review and approve the preliminary property tax levy for fiscal year 2025-26.
November 2024	The school board is scheduled to review and approve the final 2023-24 audit.
December 2024	The school board will review and approve the final property tax levy for fiscal year 2025-26.

District Financial Overview

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

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

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

SPECIAL SCHOOL DISTRICT NO. 6

ALL FUNDS

Proposed 2024-2025 Budget

	General Fund	Food Service Fund	Comm Serv Fund	Debt Service Fund	TOTAL
Revenue					
Local sources					
Property taxes	\$ 11,477,386	\$ -	\$ 246,794	\$ 3,239,924	\$ 14,964,104
Other	905,357	50,000	856,600	-	1,811,957
State sources					
	37,076,240	690,370	911,661	-	38,678,271
Federal sources					
	1,258,044	1,334,282	17,300	-	2,609,626
Total revenue	<u>50,967,027</u>	<u>2,074,652</u>	<u>2,032,355</u>	<u>3,239,924</u>	<u>58,313,958</u>
Expenditures					
Current					
Salaries	29,266,039	595,914	1,464,166	-	31,326,119
Employee benefits	11,435,239	214,019	476,949	-	12,126,207
Purchased services	6,631,812	196,146	150,869	-	6,978,827
Supplies and materials	1,489,814	1,029,019	73,600	-	2,592,433
Other expenditures	116,770	103,035	2,870	-	222,675
Debt service	-	-	-	3,225,875	3,225,875
Capital outlay					
	2,011,220	175,000	3,000	-	2,189,220
Total expenditures	<u>50,950,894</u>	<u>2,313,133</u>	<u>2,171,454</u>	<u>3,225,875</u>	<u>58,661,356</u>
Net change in fund balances	16,133	(238,481)	(139,099)	14,049	(347,398)
Fund balances					
Beginning of year					
	<u>12,574,334</u>	<u>776,933</u>	<u>663,215</u>	<u>713,242</u>	<u>14,727,724</u>
End of year					
	<u>\$ 12,590,467</u>	<u>\$ 538,452</u>	<u>\$ 524,116</u>	<u>\$ 727,291</u>	<u>\$ 14,380,326</u>

General Fund – Fund 01

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2023 Payable 2024 Levy that was approved by the Board of Education on December 11, 2023.
2. Other – The primary source of revenue in this area is participation and admission fees. Revenue is based on the fees approved by the Board of Education. Other sources include the district’s student activities accounts and third party billing revenue.
3. State Sources – The following primary state funding sources have been budgeted:
 - a. General Education Revenue – the budget is based on \$7,281 per pupil unit, which is a 2% increase over the 2023-24 level of \$7,138.
 - b. Compensatory Revenue – the budget is based on the MDE’s entitlement report, which is based on the October 1, 2023 Free/Reduced student count.
 - c. Special Education Revenue – the budget is based on the special education formula and projected operating expenditures.
 - d. Other State Funding – budgets have been projected based on the approved levy, projected enrollment and MDE estimates.
4. Federal Sources – The district receives funding for Title I, Title II, Title III and Special Education. The district has budgeted for all federal programs at a similar or slightly lower level as 2023-24. The additional one-time federal funding received as a result of the COVID-19 Pandemic has been fully spent and is no longer available.
5. Enrollment – The table below shows the actual Average Daily Membership (ADM) for 2022-23, the budgeted ADM for 2023-24 and the projected ADM for 2024-25.

Grade	2022-23 Actual	2023-24 Budget	2024-25 Projected
ECSE (1)	38	53	53
VPK (2)	67	67	80
K-5	1,177	1,134	1,097
6-8	643	604	539
9-12	1,001	978	930
Total	2,926	2,836	2,699

- (1) ECSE = Early Childhood Special Education
- (2) VPK = Voluntary Pre-Kindergarten

Expenditures

1. Salaries and Employee Benefits – Employee compensation is based on current collective bargaining agreements and estimates are used for any contracts that are currently in negotiations.
2. Class Size Norms – Class size norms remain unchanged from the 2023-24 school year and have remained unchanged for several years. Staffing is based on the following class size norms:

Grade	2023-24 Norms	2024-25 Norms
K	20-24	20-24
1	21-25	21-25
2	22-26	22-26
3	23-27	23-27
4	24-28	24-28
5	25-29	25-29
6-8	27-31	27-31
9-12	29-33	29-33

3. Other Budgets – Budgets were held constant to the extent possible. Some budgets for programs and services were subject to a larger budget increase due to inflation, market demands, or previously agreed to agreements.

SPECIAL SCHOOL DISTRICT NO. 6
General Fund
2024-2025

	2022-23 <u>Actual</u>	2023-24 <u>Budget</u>	2024-25 <u>Proposed</u>
Revenue			
Local sources			
Property taxes	\$ 7,905,471	\$ 11,336,382	\$ 11,477,386
Investment earnings	344,998	500,000	250,000
Other	1,197,723	738,832	905,357
State sources	33,952,729	37,223,113	37,076,240
Federal sources	3,931,927	3,362,866	1,258,044
Total revenue	<u>47,332,848</u>	<u>53,161,193</u>	<u>50,967,027</u>
Expenditures			
Current			
Salaries	25,331,899	28,466,945	29,266,039
Employee benefits	10,759,867	11,686,428	11,435,239
Purchased services	6,514,848	6,614,146	6,631,812
Supplies and materials	1,407,199	1,483,027	1,489,814
Other expenditures	185,913	56,770	116,770
Capital outlay	1,712,248	1,969,013	2,011,220
Total expenditures	<u>45,911,974</u>	<u>50,276,329</u>	<u>50,950,894</u>
Net change in fund balances	1,420,874	2,884,864	16,133
Fund balances			
Beginning of year	<u>8,268,596</u>	<u>9,689,470</u>	<u>12,574,334</u>
End of year	<u>\$ 9,689,470</u>	<u>\$ 12,574,334</u>	<u>\$ 12,590,467</u>
Fund Balance %			
Restricted	6.6%	5.7%	5.3%
Assigned	4.0%	3.8%	3.8%
Unassigned	10.6%	15.5%	15.5%
Total	<u>21.2%</u>	<u>25.0%</u>	<u>24.6%</u>

Food Service Fund – Fund 02

Budget Assumptions

Revenue

For the 2023-2024 school year, the district operated under the National School Lunch Program and the School Breakfast Program. On March 17, 2023, Governor Walz signed the Free School Meals bill into law which took effect for the 2023-2024 school year. This legislation provides the reimbursement for a free breakfast and lunch to students who receive meals through their school's participation in the National School Lunch Program and the School Breakfast Program.

1. Other – Primarily Meal Sales – Primary meals sales are minor in comparison to state and federal funding due to the Free School Meals bill. Primary meal sales consist of ala carte and adult meals.
2. State Sources – State reimbursements are based on the difference between the full federal reimbursement rate and the actual rate generated by our meals served.
3. Federal Sources – Federal reimbursements are based on the 2023-24 National School Lunch Program rates as the 2024-25 rates are not known at this time.

Expenditures

1. Salaries and Employee Benefits – Employee compensation is based on current employment agreements and estimates are used for wage increases and staffing adjustments.
2. Other Costs – Other costs are based on projected supplies, materials and food related costs. Inflation has resulting in larger increases that we have experienced historically.
3. Capital outlay – Capital outlay is budgeted based on expected costs related to equipment replacements in the kitchens.

SPECIAL SCHOOL DISTRICT NO. 6
Food Service Fund
2024-2025

	2022-23 <u>Actual</u>	2023-24 <u>Budget</u>	2024-25 <u>Proposed</u>
Revenue			
Local sources			
Investment earnings	\$ 25,704	\$ -	\$ -
Other - primarily meal sales	364,691	22,827	50,000
State sources	114,995	530,960	690,370
Federal sources	<u>1,586,212</u>	<u>1,384,468</u>	<u>1,334,282</u>
Total revenue	2,091,602	1,938,255	2,074,652
Expenditures			
Current			
Salaries	525,749	576,493	595,914
Employee benefits	193,245	211,359	214,019
Purchased services	170,330	192,300	196,146
Supplies and materials	1,054,507	878,983	1,029,019
Other expenditures	100,877	142,130	103,035
Capital outlay	<u>4,260</u>	<u>25,000</u>	<u>175,000</u>
Total expenditures	<u>2,048,968</u>	<u>2,026,265</u>	<u>2,313,133</u>
Net change in fund balances	42,634	(88,010)	(238,481)
Fund balances			
Beginning of year	<u>822,309</u>	<u>864,943</u>	<u>776,933</u>
End of year	<u>\$ 864,943</u>	<u>\$ 776,933</u>	<u>\$ 538,452</u>
Fund Balance %	<u>42.2%</u>	<u>38.3%</u>	<u>23.3%</u>

Community Service Fund – Fund 04

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2023 Payable 2024 Levy that was approved by the Board of Education on December 11, 2023. The district levies for General Community Education, Early Childhood Family Education (ECFE), Youth Services, Home Visiting and School Age Care – Disabled.
2. Other Sources – Primarily Tuition and Fees – The district collects participation fees in the following areas: Camps and Clinics, Preschool, School Age Care, Youth Development, After School Youth, Senior Citizen Programming and Early Childhood Family Education (ECFE).
3. State Sources – State funding for General Community Education, ECFE and School Readiness are based on Minnesota Department of Education (MDE) projections. State funding for Adult Basic Education (ABE), Childhood Screening and Non-Public Pupil Aid are based on district estimates.

Expenditures

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

SPECIAL SCHOOL DISTRICT NO. 6
Community Service Fund
2024-2025

	2022-23 <u>Actual</u>	2023-24 <u>Budget</u>	2024-25 <u>Proposed</u>
Revenue			
Local sources			
Property taxes	\$ 514,776	\$ 422,611	\$ 246,794
Investment earnings	28,693	-	-
Other - primarily tuition and fees	819,414	671,466	856,600
State sources	915,611	900,114	911,661
Federal sources	114,520	17,300	17,300
Total revenue	<u>2,393,014</u>	<u>2,011,491</u>	<u>2,032,355</u>
Expenditures			
Current			
Salaries	1,364,245	1,403,339	1,464,166
Employee benefits	517,982	510,885	476,949
Purchased services	222,246	110,075	150,869
Supplies and materials	94,920	48,650	73,600
Other expenditures	1,398	1,270	2,870
Capital outlay	13,368	2,125	3,000
Total expenditures	<u>2,214,159</u>	<u>2,076,344</u>	<u>2,171,454</u>
Net change in fund balances	178,855	(64,853)	(139,099)
Fund balances			
Beginning of year	<u>549,213</u>	<u>728,068</u>	<u>663,215</u>
End of year	<u>\$ 728,068</u>	<u>\$ 663,215</u>	<u>\$ 524,116</u>
Fund Balance Components			
Community Education Programs	\$ 544,784	\$ 455,148	\$ 253,992
Early Childhood Family Education	116,798	104,851	101,785
School Readiness	13,332	46,572	78,193
Adult Basic Education	53,154	56,644	90,146
Total	<u>\$ 728,068</u>	<u>\$ 663,215</u>	<u>\$ 524,116</u>

Debt Service Fund – Fund 07

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2023 Payable 2024 Levy that was approved by the Board of Education on December 11, 2023. The district is required to levy 105% of the scheduled bond principal and interest payments.

Expenditures

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

SPECIAL SCHOOL DISTRICT NO. 6
Debt Service Fund
2024-2025

	2022-23 <u>Actual</u>	2023-24 <u>Budget</u>	2024-25 <u>Proposed</u>
Revenue			
Local sources			
Property taxes	\$ 3,021,065	\$ 3,251,821	\$ 3,239,924
Investment earnings	136,534	-	-
Other sources	-	-	-
Total revenue	<u>3,157,599</u>	<u>3,251,821</u>	<u>3,239,924</u>
Expenditures			
Debt Service			
Principal	1,855,000	2,300,000	2,345,000
Interest	1,115,532	1,073,110	874,100
Fiscal charges and other	157,444	6,500	6,775
Total expenditures	<u>3,127,976</u>	<u>3,379,610</u>	<u>3,225,875</u>
Other financing sources (uses)			
Bond Proceeds	9,995,187	-	-
Refunding Bond Payment	(9,920,000)	-	-
Total other financing sources (uses)	<u>75,187</u>	<u>-</u>	<u>-</u>
Net change in fund balances	104,810	(127,789)	14,049
Fund balances			
Beginning of year	<u>736,221</u>	<u>841,031</u>	<u>713,242</u>
End of year	<u><u>\$ 841,031</u></u>	<u><u>\$ 713,242</u></u>	<u><u>\$ 727,291</u></u>