



South St. Paul School Board Meeting

Monday, April 28, 2025 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, April 28, 2025

II.B. Work Session and Regular Meeting Minutes for March 31, 2025; Work Session and Special Meeting Minutes for April 14, 2025; and Special Work Session Minutes for April 22, 2025.

III. QUALITY-IN-ACTION and REPORTS

III.A. **Quality-in-Action:** The Strategic Planning Steering Committee, led by Studer Education, presented a draft strategic plan at the April 14 board work session following months of stakeholder engagement. The draft, which reflects the values, needs and aspirations of the South St. Paul Public Schools learning community, will be presented on camera for approval. (B. Zambreno)

III.B. **Student School Board Representative Report:** Amal and Jackson will provide an update on recent events, activities and other informational items. (A. Fickak and J. Schultz)

III.C. **Report:** Chair Kim Humann will highlight the Stakeholder Comments to the Board submissions. (K. Humann)

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

III.E. **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

V.A. **Approval:** The following policies are on their final review:

V.A.1.#605 - Alternative Educational Services

V.A.2.#611 - Home Schooling

V.A.3.#304 - Superintendent Contract, Duties and Evaluation

V.A.4.#402 - Disability Nondiscrimination Policy

V.A.5.#403 - Discipline, Suspension, and Dismissal of School District Employees

V.B. **Review:** The following policies are on their second of three reviews:

V.B.1.#620 - Credit for Learning

V.B.2.#624 - Online Instruction

V.B.3.#413 - Harassment and Violence

VI. BUSINESS ITEMS

VI.A. Approval, for the South St. Paul School Board to approve the Resolution to Non-Renew Probationary Teachers for the 2025-26 school year. (J. Milteer)

VI.B. Approval, for the South St. Paul School Board to approve the Teacher Agreement for 25-26 - Northwestern University. (J. Milteer)

VI.C. Approval, for the South St. Paul School Board to approve the 2025-30 Strategic Plan. (B. Zambreno)

VI.D. Approval, for the South St. Paul School Board to approve the Education Identity and Access Management Board Resolution. (L. Brandecker)

VI.E. Approval, for the South Saint Paul School Board to approve the Acceptance of Gifts Resolution. (R. Chhoth)

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. CLOSED SESSION

VIII.A. Closed Session for Negotiations - Teachers, ESPs, Principals & Independent Employees (J. Milteer/R. Chhoth)

VIII.B. Adjourn the Closed Session

IX. ADJOURNMENT

SOUTH ST. PAUL PUBLIC SCHOOLS

Special School District No. 6

Work Session - March 31, 2025

The School Board Work Session for South St. Paul Public Schools, Special School District 6, was held in the City Hall Conference Room on Monday, March 31, 2025. Chair Kim Humann called the meeting to order at 5:01 PM with six Board members present: Claflin, Cumings, Duffy, T. Felton, W. Felton, and Humann. Director Weber and Superintendent Zambreno were absent. Several staff members were also present.

NAPAC Response

At the February 10, 2025, Board Work Session, the Native American Parent Advisory Committee (NAPAC) presented a vote of nonconurrence, indicating that the district was not in compliance with meeting the needs of American Indian students. In accordance with Minnesota statute, NAPAC provided written recommendations for improvement to the Board at the time of the presentation. This vote was formally summarized at the February 24, 2025, Board Business Meeting, where the Board formally accepted it. The Board has 60 days to respond to the NAPAC's recommendations.

At the Board Work Session this evening, Amy Winter, Executive Director of Educational Services and the Board reviewed and discussed the 2024-25 School Board Response to the NAPAC Annual Compliance Vote. It was noted that NAPAC's response to the Board was nearly identical to the previous year. NAPAC acknowledged the progress the district has made over the past year and recognized that the absence of a liaison for much of the year impacted available support for students. The Board also discussed steps taken to address this gap, including the recent hiring of a new liaison. To enhance student support, this position, typically part-time, will be full-time for the remainder of the school year.

2025-26 School Calendar

Amy Winter, Executive Director of Educational Services, presented a draft of the 2025-26 district calendar. As part of the development process, Director Winter utilized a comprehensive stakeholder engagement approach, gathering input from both staff and families. The process focused on aligning stakeholder priorities while incorporating personalized considerations for both elementary and secondary schedules.

2025-26 Student School Board Representatives

The School Board reviewed the implementation and evolution of the Student School Board Representative program, which was introduced in the fall of 2023 as part of their priority to increase stakeholder engagement. Over the past academic year, the student representatives provided valuable insights into the student experience, strengthening the connection between the Board and the student body. The Board discussed the structure of the program, including bi-weekly meetings and various student-led projects such as surveys, videos, a legislative campaign, and a student resource website.

During the discussion, Board members emphasized the importance of flexibility in the selection process, noting that they did not want to be locked into specific criteria such as having only two representatives or requiring one junior and one senior. They also discussed the benefit of allowing junior representatives to return for their senior year if they choose. Additionally, the Board reflected on the successes and challenges of the past year and explored potential improvements for the 2025-26 Student School Board Representative process. The updated application process was reviewed and is set to launch this week.

Public Relations and Community Engagement

The Board discussed opportunities to collaborate with students, staff, families, and the greater South St. Paul community to further the district's mission and vision. To enhance communication, streamline planning, and provide new Board members with insight into key end-of-year events, Lisa Brandecker, Manager of Administrative Services and Communications, developed a Calendar of Events document. This resource will continuously be updated as new events and opportunities arise.

Committee Updates

Board members provided updates to the various committees they serve on.

Adjourn

The South St. Paul School Board adjourned their March 31, 2025 work session at 5:47 PM.

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

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education

SOUTH ST. PAUL PUBLIC SCHOOLS

Special School District No. 6

March 31, 2025

The regular meeting of the School Board, Special School District No. 6, South St. Paul, was held in the city hall council chambers on Monday, March 31, 2025. Chair Kim Humann called the meeting to order at 6:00 PM with five Board members present for roll call: W. Felton, Claflin, Cumings, T. Felton and Humann. Directors Duffy and Weber were absent. Superintendent Zambreno was also absent. Several staff members were also present.

PLEDGE OF ALLEGIANCE

The pledge of allegiance was recited.

MINUTES

By Director W. Felton

Seconded by Director Claflin

That the South St. Paul School Board approves the March 31, 2025, School Board meeting agenda as well as minutes from the February 24, 2025, work session and regular meeting, and the March 10, 2025, work session. Motion carried (5-0)

QUALITY-IN-ACTION AND REPORTS

Quality-in-Action - SSP High School is in the second year of the Personal Learning Lab program. The program was designed to give students the opportunity to re-capture credits during the school day, which allows the student to stay on track for graduation. Principal Ochocki and Teacher Don Nihart shared with the board the successes and areas of growth for the Personal Learning Lab program..

Student School Board Representative Report - Student Board Representative Jackson provided an update on recent events, activities, and other informational items.

Report - Chair Kim Humann noted there were no stakeholder comments to the board submissions or attendees at the March 10 Stakeholder Comment session.

Work Session Report - Highlights were provided of the School Board's discussion at their work session meeting this evening.

Superintendent Report - Executive Director of Educational Services Amy Winter provided highlights from around the district.

CONSENT ITEMS

By Director Claflin

Seconded by Director W. Felton

A. Financial Claims - Bills Payable

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

Motion Carried (5-0)

POLICY REVIEW

By Director Claflin

Seconded by Director Cumings

Approval for the following policies on their third and final review:

1. #627- Academic Honesty
2. #307 - Emergency Closing Procedures
3. #401 - Equal Employment Opportunity
4. #404 - Employment Background Check Policy
5. #536 - Student Information Technology Acceptable Use Policy
6. #101.1 - Name of the School District
7. #101 - Legal Status of the School District
8. #103 - Complaints - Students, Employees, Parents, Other Persons
9. #501 - School Weapons Policy
10. #502 - Search of Student Lockers, Desks, Personal Possessions, and Student's Person
11. #505 - Distribution of Non-School Sponsored Materials on School Premises by Students and Employees
12. #512 - School-Sponsored Student Publications and Activities
13. #526 - Hazing Prohibition
14. #528 - Student Parental, Family and Marital Status NonDiscrimination
15. #801.1 - Naming of District Facilities
16. #903 - Visitors to School District Properties and Facilities

Motion Carried (5-0)

BUSINESS ITEMS

By Director Claflin

Seconded by Director W. Felton

Approval, for the South St. Paul School Board to approve a Special Work Session with TeamWorks on April 22, 2025.

Motion Carried (5-0)

By Director Claflin

Seconded by Director Cumings

Approval, for the South St. Paul School Board to approve a Special meeting on Monday, April 14, 2025.

Motion carried (5-0)

By Director Claflin

Seconded by Director Cumings

Approval, for the South St. Paul School Board to approve the 2025-26 School Year Calendar.

Motion carried (5-0)

By Director Claflin

Seconded by Director Cumings

Approval, for the South St. Paul School Board to approve the agreement with International Union of Operating Engineers, Local No. 70 Collective Bargaining Agreement, for the contract period of July 1, 2024 to June 30, 2026.

Motion carried (5-0)

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 Claflin

Seconded by Director T. Felton

Approval for the School Board to move to a closed session per the Open Meeting Law (Minn. Stat. § 13D.03) for Office and Professional Employees negotiations.

Motion carried (5-0)

Closed Session officially began at 7:02 PM.

Members present: Directors W. Felton, Claflin, Cumings, T. Felton and Humann, as well as Human Resource Director Joel Milteer and Executive Director of Educational Services Amy Winter.

ADJOURN

By Director W. Felton

Seconded by Director Claflin

The School Board moved to open the closed session and adjourned the March 31, 2025, meeting at 7:12 PM.

Motion carried (5-0)

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

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education

SOUTH ST. PAUL PUBLIC SCHOOLS

Special School District No. 6

Work Session - April 14, 2025

The School Board Work Session for South St. Paul Public Schools, Special School District 6, was held in the District Office Conference Room on Monday, April 14, 2025. Chair Kim Humann called the work session to order at 5:00 PM with seven Board members present: Claflin, Cumings, Duffy, Humann, T. Felton, W. Felton, and Weber. Superintendent Dr. Brian Zambreno and several staff and community members were also present.

District Strategic Plan

The Strategic Planning Steering Committee, comprised of staff and family representatives and led by Tina Posnanski from Studer Education, spent several months developing a forward-thinking strategic plan recommendation for South St. Paul Public Schools. This work was informed by a comprehensive stakeholder engagement process, including focus groups with students, staff, families, and community members. Their input was critical in shaping the direction of the plan and ensuring it reflected the values, needs, and aspirations of the entire SSP community. The committee shared this recommendation with the School Board, along with a summary of the process, key themes, and proposed next steps to guide the district over the next five years.

2025-26 Budget Alignment

Superintendent Brian Zambreno and Finance Director Ra Chhoth presented the 2025–26 Budget Alignment plan, which outlined administrative recommendations to address a projected \$2.25 million budget shortfall. This deficit was primarily due to state funding challenges, rising operating costs, and declining enrollment. The proposed plan aligned with the district’s mission and strategic priorities by maintaining class size norms, supporting academic achievement, and ensuring financial sustainability.

Recommendations included targeted staffing adjustments, program redesigns, resource reallocation, and the strategic use of fund balance to offset a significant reduction in state compensatory funding. The proposal reflected the district’s commitment to responsible resource management while continuing to provide high-quality programming and support for all students.

2025-26 Staffing Process

Human Resources Director Joel Milteer presented the resolution authorizing the discontinuation or reduction of specific teaching programs and positions for the 2025–26 school year, as part of the broader 2025–26 Budget Alignment plan. In response to a projected \$2.25 million shortfall driven by declining enrollment, unsustainable state funding, and rising operating costs, the School Board had directed administration on February 24, 2025, to evaluate and recommend necessary staffing adjustments. These recommendations were developed through a collaborative process involving district and building leaders, and were guided by stakeholder input, school and student data, and alignment with the World’s

Best Workforce goals. The approved reductions reflected the district's commitment to maintaining class size norms, sustaining academic achievement, and ensuring long-term financial stability.

Committee Updates

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

Stakeholder Comments to the Board

There were no attendees or onlines submissions for the Stakeholder Comments to the Board session.

ADJOURN

The work session adjourned at 7:07 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

April 14, 2025

The Special Meeting of the School Board, Special School District No. 6, South St. Paul, was held in the District Office Conference Room on Monday, April 14, 2025. Chair Kim Humann called the meeting to order at 7:07 PM with seven Board members present for roll call: Cumings, T. Felton, Duffy, Weber, W. Felton, Claflin, and Humann. Superintendent Zambreno and several staff and community members were also present.

AGENDA

By Director W. Felton

Seconded by Director Claflin

That the South St. Paul School Board approves the Special School Board Meeting Agenda, April 14, 2025.

Motion carried (7-0)

BUSINESS ITEMS

By Director Claflin

Seconded by Director Weber

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

Motion carried 7 yeas - Weber, W. Felton, Claflin, Cumings, T. Felton, Duffy, and Humann
0 nays

By Director Claflin

Seconded by Director Weber

Approval, for the South St. Paul School Board to approve the agreement with the South St. Paul Office and Professional Employees International Union Local No. 12, for the contract period of July 1, 2024, to June 30, 2026.

Motion carried (7-0)

By Director Weber

Seconded by Director Claflin

Approval, for the South St. Paul School Board to approve the 2024-25 Budget Revisions that were presented and reviewed at the March 10, 2025, work session.

Motion carried (7-0)

ADJOURN

By Director Duffy

Seconded by Director Claflin

Approval, for the South St. Paul School Board to adjourn the April 14, 2025, Special Board Meeting at 7:13 PM.

Motion carried (7-0)

Official Board Minutes are available in the

District Office at 104 - 5th Ave. S. - South St. Paul

Respectfully Submitted by:

Lisa Brandecker, Acting Secretary-Clerk
Board of Education



SOUTH ST. PAUL PUBLIC SCHOOLS

Special School District No. 6

Special Work Session - April 22, 2025

The School Board Special Work Session for South St. Paul Public Schools, Special School District 6, was held in the District Office Conference Room on Monday, April 22, 2025. Chair Kim Humann called the work session to order at 5:00 PM with seven Board members present: Claflin, Cumings, Duffy, Humann, T. Felton, W. Felton, and Weber. Superintendent Dr. Brian Zambreno, and Lisa Brandecker, Manager of Administrative Services and Ray Queener from TeamWorks International were also present.

Goals and Evaluation System

The South St. Paul Public Schools School Board, along with Consultant Ray Queener from TeamWorks International, reviewed and discussed the purpose, intent, and structure of the Superintendent and School Board evaluation process and the tools used. The Board engaged in meaningful dialogue about balancing the need for streamlined evaluation tools with the ongoing development of the District's new strategic plan.

Board members will review sample versions of the evaluation tools and provide feedback to Chair Humann. The collective responses will be unpacked by the Board's Superintendent Executive Committee.

ADJOURN

The work session adjourned at 6:47 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. Brian Zambreno, Superintendent
Background: Superintendent Zambreno will provide highlights from around the District.
Recommendation: N/A
Alternatives: N/A



Meeting Date: April 28, 2025

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
208064	V	-165.00	04/16/2025	BURGESON, NANCY
208181	R	438.50	03/28/2025	LOCAL #70
208182	R	1,030.00	03/28/2025	MINNESOTA CHILD SUPPORT PAYMENT CENTER
208183	R	96.00	03/28/2025	NCPERS GROUP LIFE INS
208184	R	213.70	03/28/2025	OFFICE AND PROF EMPLOYEES UNION
208185	R	12,887.91	03/28/2025	SOUTH ST PAUL TEACHER'S ASSOCIATION
208186	R	5.00	03/28/2025	SOUTH ST PAUL OPEN FOUNDATION
208187	R	60.00	03/28/2025	SOUTH ST PAUL EDUCATION FOUNDATION
208188	R	1,364.08	03/28/2025	SSP EASRP
208189	R	12.50	03/28/2025	WI SCTF
208190	R	8,469.13	04/10/2025	ALLSTREAM
208191	R	750.00	04/10/2025	BACKUPIFY
208192	R	1,433.73	04/10/2025	BIMBO BAKERIES USA
208193	R	2,006.50	04/10/2025	BIX PRODUCE COMPANY
208194	R	2,315.90	04/10/2025	CATALYST SOURCING SOLUTIONS
208195	R	5,850.00	04/10/2025	CESO FINANCE LLC
208196	R	1,280.44	04/10/2025	CINTAS
208197	R	12,082.92	04/10/2025	CITY OF SOUTH ST PAUL
208198	R	122.05	04/10/2025	CULLIGAN-MILBERT COMPANY
208199	R	115.62	04/10/2025	HOME DEPOT CREDIT SERVICES
208200	R	7,200.00	04/10/2025	HRM HELPS LLC
208201	R	38.40	04/10/2025	LOBOS, LIZZIE
208202	R	8,400.00	04/10/2025	MOA ENTERTAINMENT COMPANY LLC
208203	R	3,032.97	04/10/2025	MUSKEGON HEIGHTS SOLAR LLC
208204	R	22,098.00	04/10/2025	NAC
208205	R	13,280.35	04/10/2025	NETWORK SERVICES COMPANY
208206	R	5,591.02	04/10/2025	NITTI SANITATION
208207	R	20,218.73	04/10/2025	NORHLINE TRANSPORTATION
208208	R	17.75	04/10/2025	OLSON, NANCY
208209	R	3,250.00	04/10/2025	PAIGE PSYCHOLOGICAL CONSULTING LLC
208210	R	202.00	04/10/2025	PITNEY BOWES INC PURCHASE POWER
208211	R	473.30	04/10/2025	PLUNKETT'S PEST CONTROL
208212	R	3,033.00	04/10/2025	REGION 3AA
208213	R	17,504.36	04/10/2025	SAFEWAY BUS COMPANY
208214	R	1,304.28	04/10/2025	T-MOBILE
208215	R	84,228.91	04/10/2025	TRANSPORTATION & DELIVERY INC
208216	R	4,454.50	04/10/2025	UNIVERSITY OF ST THOMAS
208217	R	25,030.18	04/10/2025	XCEL ENERGY
208218	R	438.50	04/15/2025	LOCAL #70
208219	R	1,051.00	04/15/2025	MINNESOTA CHILD SUPPORT PAYMENT CENTER
208220	R	240.25	04/15/2025	OFFICE AND PROF EMPLOYEES UNION
208221	R	12,887.91	04/15/2025	SOUTH ST PAUL TEACHER'S ASSOCIATION
208222	R	5.00	04/15/2025	SOUTH ST PAUL OPEN FOUNDATION
208223	R	60.00	04/15/2025	SOUTH ST PAUL EDUCATION FOUNDATION
208224	R	1,368.06	04/15/2025	SSP EASRP
208225	R	12.50	04/15/2025	WI SCTF
208226	R	5,360.00	04/16/2025	A+ DRIVING SCHOOL
208227	R	2,125.00	04/16/2025	ABRAHAM EDUCATION
208228	R	55.25	04/16/2025	ACE HARDWARE & PAINT
208229	R	360.20	04/16/2025	ADAPTIVE TECH SOLUTIONS LLC
208230	R	232.00	04/16/2025	ADVANCED SPORTSWEAR LLC
208231	R	2,443.19	04/16/2025	AMAZON CAPITAL SERVICES
208232	R	10,162.30	04/16/2025	AMERGIS HEALTHCARE STAFFING INC
208233	R	23,926.40	04/16/2025	AMPERSAND THERAPY LLC
208234	R	478.80	04/16/2025	AVANT ASSESSMENT LLC
208235	R	10,370.10	04/16/2025	BEAUDRY OIL & PROPANE

CHECK	CHE	AMOUNT	DATE	CHECK	VENDOR
NUMBER	TYP				
208236	R	28.00	04/16/2025	BLICK ART MATERIALS	
208237	R	505.00	04/16/2025	BRIDGEPOINT GLASS	
208238	R	200.00	04/16/2025	BRIGHTWORKS	
208239	R	1,086.74	04/16/2025	BUILDING CONTROLS GROUP	
208240	R	165.00	04/16/2025	BURGESON, NANCY	
208241	R	5,310.00	04/16/2025	CDW GOVERNMENT INC	
208242	R	300.00	04/16/2025	CHISAGO LAKES BPA	
208243	R	343.09	04/16/2025	CINTAS	
208244	R	17,389.33	04/16/2025	CITY OF SOUTH ST PAUL	
208245	R	1,062.50	04/16/2025	COMPLETE MUSIC	
208246	R	454.00	04/16/2025	CONVERGINT TECHNOLOGIES LLC	
208247	R	60.00	04/16/2025	CORSELLO, ANNA	
208248	R	1,901.90	04/16/2025	CUMMINS INC	
208249	R	800.00	04/16/2025	DEWALD, RINA	
208250	R	1,037.50	04/16/2025	DOOR SERVICE MIDWEST	
208251	R	2,484.57	04/16/2025	DTB SYSTEMS INC	
208252	R	425.14	04/16/2025	EDUCATORS BENEFIT CONSULTANTS LLC	
208253	R	2,459.44	04/16/2025	EGAN	
208254	R	1,500.00	04/16/2025	FIELD ENVIROMENTAL CONSULTING	
208255	R	417.39	04/16/2025	FIRST SUPPLY LLC - TWIN CITIES	
208256	R	307.40	04/16/2025	GENERAL PARTS INC	
208257	R	4,800.00	04/16/2025	GOAL GETTERS ACADEMY	
208258	R	1,730.57	04/16/2025	GRAINGER INC	
208259	R	529.14	04/16/2025	GRAYBAR	
208260	R	270.00	04/16/2025	GUTZMAN, DEBRA	
208261	R	800.00	04/16/2025	HAINLEN, ROBERT	
208262	R	23,670.00	04/16/2025	HAWKEYE BUILDING AUTOMATION	
208263	R	220.00	04/16/2025	HIRTE, DIANA	
208264	R	1,120.00	04/16/2025	HOFFMANN, LINDA	
208265	R	4,633.46	04/16/2025	HORIZON COMMERCIAL POOL SUPPLY	
208266	R	137.50	04/16/2025	INFINITE HEALTH COLLABORATIVE	
208267	R	106,807.50	04/16/2025	INTERMEDIATE DISTRICT #917	
208268	R	2,947.44	04/16/2025	INVER GROVE FORD	
208269	R	7,006.00	04/16/2025	JOSTENS	
208270	R	825.60	04/16/2025	KITTELSON MARKETING CO	
208271	R	221.74	04/16/2025	KREMER SERVICES LLC	
208272	R	100.00	04/16/2025	KROWN, KALEN	
208273	R	4,604.04	04/16/2025	KURITA AMERICA INC	
208274	R	1,163.32	04/16/2025	KWIK TRIP EXTENDED NETWORK	
208275	R	348.00	04/16/2025	LENCOWSKI, LORI	
208276	R	3,707.10	04/16/2025	LINDENMEYR MUNROE	
208277	R	7,877.20	04/16/2025	LINK INTERPRET	
208278	R	11,839.85	04/16/2025	LOFFLER COMPANIES	
208279	R	788.96	04/16/2025	MAC ENTERPRISES LLC	
208280	R	3,038.71	04/16/2025	MACKIN EDUCATIONAL RESOURCES	
208281	R	1,487.62	04/16/2025	MARK'S PLUMBING PARTS	
208282	R	405.00	04/16/2025	MASSP	
208283	R	76.86	04/16/2025	MAUER CHEVROLET	
208284	R	394.02	04/16/2025	MCMASTER-CARR SUPPLY COMPANY	
208285	R	2,945.00	04/16/2025	MEDICINE LAKE TOURS	
208286	R	18.48	04/16/2025	MIDWEST MACHINERY CO	
208287	R	6,000.00	04/16/2025	MIDWEST EDUCATIONAL CONSULTANTS INC	
208288	R	18.50	04/16/2025	MINNESOTA LOCKS	
208289	R	120.00	04/16/2025	MN DEPT OF LABOR & INDUSTRY	
208290	R	225.00	04/16/2025	MN SCHOOL BOARDS ASSOCIATION	
208291	R	325.00	04/16/2025	MOUNDS VIEW SENIOR HIGH SCHOOL	

CHECK	CHE	AMOUNT	DATE	CHECK	VENDOR
NUMBER	TYP				
208292	R	50.00	04/16/2025	MSHSL REGION 4AA	
208293	R	239.67	04/16/2025	NAPA AUTO PARTS	
208294	R	1,200.00	04/16/2025	NASSEFF MECHANICAL CONTRACTORS	
208295	R	25,055.00	04/16/2025	NEO ELECTRIC SOLUTIONS	
208296	R	35.00	04/16/2025	NORTHFIELD PUBLIC SCHOOLS	
208297	R	40.00	04/16/2025	NOVAK, JANICE	
208298	R	500.00	04/16/2025	OVERELL, STEPHANIE	
208299	R	1,790.81	04/16/2025	PETERSON BROS. ROOFING & CONSTRUCTION	
208300	R	350.00	04/16/2025	POSTMASTER, SOUTH ST PAUL	
208301	R	54.99	04/16/2025	PROPIO LS LLC	
208302	R	425.00	04/16/2025	RATZ, KIM	
208303	R	98.00	04/16/2025	RINALDI, LINDA	
208304	R	200.00	04/16/2025	ROACH, LYLAH	
208305	R	2,221.30	04/16/2025	SCAN AIR FILTER	
208306	R	3,291.75	04/16/2025	SCHOOL PROJECT	
208307	R	1,130.77	04/16/2025	SCHOOL SPECIALTY LLC	
208308	R	2,000.00	04/16/2025	SHERMCO WIND AND MOTOR SERVICES	
208309	R	122.30	04/16/2025	SHERWIN WILLIAMS CO	
208310	R	718.00	04/16/2025	SOUTH ST PAUL STEEL	
208311	R	7,070.11	04/16/2025	SQUIRES WALDSPURGER & MACE PA	
208312	R	402.00	04/16/2025	ST CROIX FIRE & SAFETY	
208313	R	42.35	04/16/2025	ST PAUL PIONEER PRESS	
208314	R	6,384.82	04/16/2025	ST PAUL BEVERAGE SOLUTIONS	
208315	R	205.94	04/16/2025	STATE SUPPLY COMPANY INC	
208316	R	5,805.22	04/16/2025	STOPIT SOLUTIONS	
208317	R	12,169.49	04/16/2025	STUDER EDUCATION LLC	
208318	R	10,463.75	04/16/2025	SUNBELT STAFFING	
208319	R	1,261.40	04/16/2025	TEAMWORKS INTERNATIONAL INC	
208320	R	450.00	04/16/2025	TOAY, GRETCHEN	
208321	R	127.98	04/16/2025	TRACTOR SUPPLY CREDIT PLAN	
208322	R	7,493.76	04/16/2025	TRIO SUPPLY CO	
208323	R	8,233.12	04/16/2025	TWIN CITY JANITOR SUPPLY INC	
208324	R	26,200.00	04/16/2025	TWIN CITY ACOUSTICS INC	
208325	R	515.62	04/16/2025	UNITED REFRIGERATION INC	
208326	R	97,144.08	04/16/2025	UPPER LAKES FOODS	
208327	R	123.94	04/16/2025	VESTIS GROUP INC	
208328	R	40.00	04/16/2025	VITAMINK12, LLC	
208329	R	21.00	04/16/2025	WHITE BEAR LAKE AREA HIGH SCHOOL	
208330	R	1,748.68	04/16/2025	ZEN EDUCATE	
202400357	W	46,709.49	03/28/2025	MINNESOTA PAYROLL TAXES	
202400358	W	280,367.42	03/28/2025	FEDERAL PAYROLL TAXES	
202400359	W	1,140.74	03/28/2025	MN DEPT OF REVENUE	
202400360	W	45,436.16	03/28/2025	PERA	
202400361	W	56,868.45	03/28/2025	TSA/ACH DEDUCTION	
202400362	W	149,659.08	03/28/2025	TEACHER RETIREMENT ASSOCIATION	
202400363	W	0.00	03/28/2025	MINNESOTA PAYROLL TAXES	
202400364	W	0.00	03/28/2025	FEDERAL PAYROLL TAXES	
202400365	W	627.44	03/28/2025	MINNESOTA PAYROLL TAXES	
202400366	W	4,413.13	03/28/2025	FEDERAL PAYROLL TAXES	
202400367	W	3,290.74	03/28/2025	PERA	
202400368	W	34.08	03/28/2025	TSA/ACH DEDUCTION	
202400369	W	0.00	03/28/2025	MINNESOTA PAYROLL TAXES	
202400370	W	-4.66	03/28/2025	FEDERAL PAYROLL TAXES	
202400371	W	48,183.43	04/15/2025	MINNESOTA PAYROLL TAXES	
202400372	W	289,142.23	04/15/2025	FEDERAL PAYROLL TAXES	
202400373	W	1,003.56	04/15/2025	MN DEPT OF REVENUE	

CHECK CHE		CHECK		
NUMBER	TYP	AMOUNT	DATE	VENDOR
202400374	W	49,627.91	04/15/2025	PERA
202400375	W	56,438.41	04/15/2025	TSA/ACH DEDUCTION
202400376	W	150,061.69	04/15/2025	TEACHER RETIREMENT ASSOCIATION
242500389	A	90.00	03/31/2025	AHSENMACHER WINTER, AMY
242500390	A	90.00	03/31/2025	ANDERSON, CHAD
242500391	A	90.00	03/31/2025	BARTER, ANDREW
242500392	A	90.00	03/31/2025	BERCHTOLD, JAMIE
242500393	A	90.00	03/31/2025	BOURG, LEAH
242500394	A	90.00	03/31/2025	BRANDECKER, LISA
242500395	A	90.00	03/31/2025	BRETOI, TERRENCE
242500396	A	90.00	03/31/2025	BURCKHARDT, CANDACE
242500397	A	90.00	03/31/2025	CHILDS, DANETTE
242500398	A	90.00	03/31/2025	DANIELSON, JENNIFER
242500399	A	90.00	03/31/2025	FENTON, MARK
242500400	A	90.00	03/31/2025	GAMEZ, LESLY
242500401	A	90.00	03/31/2025	HANSEN, JODY
242500402	A	45.00	03/31/2025	JACOBS-BUSE, LINDA
242500403	A	90.00	03/31/2025	KRUEGER, BRADY
242500404	A	45.00	03/31/2025	LENTSCH, PETER
242500405	A	45.00	03/31/2025	LOUGH, LAWRENCE
242500406	A	90.00	03/31/2025	MILTEER, JOEL
242500407	A	90.00	03/31/2025	MOSES, CHRISTINA
242500408	A	90.00	03/31/2025	OCHOCKI, CHARLES
242500409	A	45.00	03/31/2025	OSTER, PATRICK
242500410	A	45.00	03/31/2025	PENMAN, MICHELLE
242500411	A	90.00	03/31/2025	PETERSON, LORI
242500412	A	90.00	03/31/2025	SCHWAB, ROBIN
242500413	A	90.00	03/31/2025	SEXAUER, JENNIFER
242500414	A	90.00	03/31/2025	TAYLOR MINER, MELANEE
242500415	A	45.00	03/31/2025	VANDERBILT, TONY
242500416	A	90.00	03/31/2025	WELLS, TRAVIS
242500417	A	90.00	03/31/2025	ZAMBRENO, BRIAN
242500418	A	90.00	03/31/2025	ZEHNDER, JEAN
242500419	A	63.98	04/07/2025	BAUMAN, WILLIAM
242500420	A	295.40	04/07/2025	BERCHTOLD, JAMIE
242500421	A	144.62	04/07/2025	BRIAN, TIFFANY
242500422	A	200.00	04/07/2025	COLATO MIRA, CLAUDIA
242500423	A	257.63	04/07/2025	CONTRERAS, BRIDGET
242500424	A	93.97	04/07/2025	DAHLE, LISA
242500425	A	622.13	04/07/2025	EBERT, LORI
242500426	A	32.83	04/07/2025	EMERY, HEATHER
242500427	A	89.43	04/07/2025	FREMSTAD, EMILEE
242500428	A	108.10	04/07/2025	GAMEZ, LESLY
242500429	A	185.19	04/07/2025	HABER, CHARLOTTE
242500430	A	40.97	04/07/2025	HANA, DINA
242500431	A	121.80	04/07/2025	HANLEY, KATHLEEN
242500432	A	42.00	04/07/2025	HART, JENNA
242500433	A	1,456.86	04/07/2025	HOLSEN, ERIC
242500434	A	15.54	04/07/2025	JAIMES-CASTELLANOS, MARIA
242500435	A	73.18	04/07/2025	JUDD, GRAHAM
242500436	A	52.03	04/07/2025	KAUFMAN, LISA
242500437	A	133.14	04/07/2025	KNAUS, JACOB
242500438	A	79.65	04/07/2025	LENARZ, TAMMY
242500439	A	655.49	04/07/2025	MCDONALD, CEIL
242500440	A	24.00	04/07/2025	PENMAN, MICHELLE
242500441	A	99.00	04/07/2025	RUE, CATHERINE

CHECK CHE		CHECK		
NUMBER	TYP	AMOUNT	DATE	VENDOR
242500442	A	133.84	04/07/2025	SKELLY, CHRISTOPHER
242500443	A	94.48	04/07/2025	SMITH, MARY
242500444	A	296.80	04/07/2025	TAYLOR MINER, MELANEE
242500445	A	91.00	04/07/2025	THERRES, HEIDI
242500446	A	295.40	04/07/2025	TOSSEY, MEREDITH
242500447	A	61.95	04/07/2025	WOHLERS, DARI
242500448	A	24.90	04/07/2025	YODAS, SCOTT
242500449	A	150.00	04/07/2025	ZENDER, ELIZABETH
242500450	A	24.99	04/07/2025	ZIMMERMAN, AARON
		1,997,657.25	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	1,145,655.62	3,033.00	397,001.93	1,545,690.55
02	FOOD SERVICE	19,610.82	56.15	117,359.76	137,026.73
04	COMMUNITY EDUCATION	52,782.61	0.00	13,755.45	66,538.06
05	CAPITAL	1,650.36	0.00	240,122.57	241,772.93
50	ACTIVITY ACCOUNT	6,628.98	0.00	0.00	6,628.98
***	Fund Summary Totals ***	1,226,328.39	3,089.15	768,239.71	1,997,657.25

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

CHECKRUNS

FUND	DESCRIPTION	March 28, 2025 - April 17, 2025
1	GENERAL	\$ 1,545,690.55
2	FOOD SERVICE	137,026.73
4	COMMUNITY EDUCATION	66,538.06
5	CAPITAL	241,772.93
7	DEBT SERVICE	-
20	INTERNAL SERVICE	-
50	ACTIVITY ACCOUNTS	<u>6,628.98</u>
	TOTAL	\$ 1,997,657.25

PAYROLL		4/15/25
Payroll Direct Deposit	900115267 - 900114894	\$ 846,105.00



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: April 28, 2025

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 the next steps.

Passionate Learners Positively Changing Our World

Certified

A. Appointments/Reassignments

1. Anna Karsten - Extended School Year Special Education Teacher, Secondary, \$31.50 an hour, effective July 7 - 24, 2025
2. Hannah Anderson - Extended School Year Special Education Teacher, Lincoln Center, \$31.50 an hour, effective July 7 - 24, 2025
3. Olivia Smith - Change to Special Education Teacher Resource Teacher, High School, effective August 25, 2025
4. Jennifer Birkhofer - School Psychologist/MTSS Specialist, Kaposia, 1.0 FTE, ED Doc Step 12, effective August 11, 2025
5. Rebecca Spreigl- Summer Learning Academy Coordinator, Lincoln Center, \$31.50 an hour, effective June 16 - August 1, 2025
6. Katherine Hollen- Summer Credit Recovery Teacher, Secondary, \$31.50 an hour, effective June 23 - July 24, 2025
7. Steven Miner- Summer Credit Recovery Teacher, Secondary, \$31.50 an hour, effective June 23 - July 24, 2025
8. Jelena Maric- Summer Credit Recovery Teacher, Secondary, \$31.50 an hour, effective June 23 - July 24, 2025
9. Paul Stivender- Summer Credit Recovery Teacher, Secondary, \$31.50 an hour, effective June 23 - July 24, 2025
10. Jessica Kohanek- Summer Credit Recovery Teacher, Secondary, \$31.50 an hour, effective June 23 - July 24, 2025
11. Scott Youdas- Summer Credit Recovery Teacher, Secondary, \$31.50 an hour, effective June 23 - July 24, 2025
12. Suzanne Meyer- Summer Credit Recovery Teacher, Secondary, \$31.50 an hour, effective June 23 - July 24, 2025
13. Luke Olson- Summer Credit Recovery Teacher, Secondary, \$31.50 an hour, effective June 23 - July 24, 2025
14. Jessica Oftedahl- Summer Credit Recovery Coordinator, Secondary, \$31.50 an hour, effective June 16 - August 1, 2025

15. Kayla Rogers- Summer Program Nurse, Lincoln Center, \$31.50 an hour, effective June 23 - July 24, 2025
16. Scott Sundly- Summer Program Coordinator, Secondary, \$31.50 an hour, effective June 16 - July 24, 2025
17. June Hove- Licensed School Nurse, Secondary, 1.0 FTE, MA Step 20, effective August 18, 2025
18. James Glick - Middle School Science Teacher, Middle School, BA Step 7, 1.0 FTE, effective August 18, 2025
19. Elizabeth Zender- Summer Credit Recovery Teacher, Secondary, \$31.50 an hour, effective June 23 - July 24, 2025
20. Christopher Skelly- Summer Credit Recovery Teacher, Secondary, \$31.50 an hour, effective June 23 - July 24, 2025
21. Stephanie Simones- Long Term Substitute Special Education Teacher, Secondary, .88 FTE, effective March 31 - June 13, 2025
22. Stephanie Simones- Summer Credit Recovery Teacher, Secondary, \$31.50 an hour, effective June 23 - July 24, 2025
23. Katherine Berlin - Equity and Instructional Coach, Kaposia, ED Doc Step 12, 1.0 FTE, effective July 1, 2025
24. Emily Koepke - Special Education Resource Teacher, Middle School, BA+60 Step 10, 1.0 FTE, effective July 1, 2025
25. Mathew Frost - Special Education Resource Teacher, Middle School, MA Step 18, 1.0 FTE, effective July 1, 2025
26. Janene Lenard - Middle School Science Teacher, Middle School, MA+60 Step 20, 1.0 FTE, effective August 18, 2025

B. Resignations/Retirements/Leaves/Reductions/Other

1. Mike Sanislo - Resignation, Physics Teacher, High School, effective June 13, 2025
2. Jerik Hahn - Resignation, Special Education Teacher, Middle School, effective June 13, 2025
3. Reid Jackowick - Resignation, Applied Math Teacher, Middle School, effective June 13, 2025

4. Tyne Grefe - Resignation, MS Memory Book/Yearbook Advisor, Middle School, effective June 13, 2025
5. Amber Remackel – Denial of Extended Leave of Absence and Termination of Employment per the Collective Bargaining Agreement, Counselor, Kaposia Elementary, effective June 13, 2025
6. Andrew Barter - Resignation, Assistant Principal, Middle School, effective June 30, 2025

ECA ACTIVITIES 2024-25

ATHLETICS 2024-25

MS Track and Field Coach	Titus Shields	\$2237.00
Baseball Freshman Coach	Steven Miner	\$2822.00
Boys Soccer Head Coach	James Derrick	\$5177.00
Baseball Freshman Coach	Luke Paulson	\$2822.00 (Flex)
Flag Football - Girls	Todd Reynolds	\$500.00 (Booster Paid)
Flag Football - Girls	Teresa Coen-Tonda	Volunteer
Flag Football - Girls	Connie Ecklund	Volunteer

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

04/28/2025

Classified

A. Appointments/Reassignments

1. Patrick Griffith - Extended School Year SPED Para, Lincoln Center, \$24.62 an hour, effective July 7 - 24, 2025
2. Laura Zonarich - Special Education Assistant, Kaposia, \$24.62 an hour, 6.5 hours per day, effective April 8, 2025
3. Angela Mann - PT Cleaner, Secondary, \$19.39 an hour, 4 hours per day, effective April 4, 2025
4. Liza Cuchna - Summer Kids Choice Assistant, Lincoln Center, \$24.62 an hour, effective June 13 - August 22, 2025
5. Taylor Westerberg - Special Education Assistant, High School, \$24.62 an hour, 6.5 hours per day, effective April 11, 2025
6. Taylor Westerberg- Extended School Year SPED Para, Middle School, \$24.62 an hour, effective July 7 - 24, 2025

7. Deonte Roberts - Special Education Assistant, High School, \$24.62 an hour, 6.5 hours per day, effective April 23, 2025
8. Audriana Ware - Summer Kids Choice Assistant, Lincoln Center, **\$23.03 an hour**, effective June 2 - August 22, 2025
9. Zuly Sanchez Luna - Summer Kids Choice Assistant, Lincoln Center, **\$23.03 an hour**, effective June 2 - August 22, 2025
10. Ashley Young - Summer Kids Choice Assistant, Lincoln Center, **\$23.03 an hour**, effective June 13 - August 22, 2025
11. Abigail Brundieck - Summer Kids Choice Assistant, Lincoln Center, **\$23.03 an hour**, effective June 2 - August 22, 2025
12. Eli Malecha - Summer Kids Choice Assistant, Lincoln Center, \$23.03 an hour, effective June 2 - August 22, 2025
13. Delia Granados- Summer Cultural Liaison, Secondary, \$30.46 an hour, effective June 23 - July 24, 2025
14. Daisy Medina Cuenca- Summer Cultural Liaison, Lincoln Center, \$30.46 an hour, effective June 23 - July 24, 2025
15. Cabrini Salmonson- Extended School Year SPED Para, Secondary, \$24.62 an hour, effective July 7 - 24, 2025
16. Stephanie Simones - Change to .12 FTE Special Education Assistant due to LTS position, Secondary, effective March 31, 2025
17. Martha Therres - Extended School Year Para, **Lincoln**, \$24.62 an hour, effective July 7 - 24, 2025
18. Alicia Mikoloski - Payroll Specialist, District Office, effective April 21, 2025
19. Maria Mitchell - PT Cleaner, Lincoln, \$19.39 an hour, 4 hours per day, effective April 30, 2025
20. Laura Givens - Extended School Year Educational Assistant, Lincoln, \$22.63 an hour, effective June 23 - July, 24, 2025
21. Tanaya Niederkorn - Extended School Year Educational Assistant, Lincoln, \$22.63 an hour, effective June 23 - July, 24, 2025
22. Samantha Blackbird - Extended School Year Educational Assistant, Lincoln, \$22.63 an hour, effective June 23 - July, 24, 2025

23. Anisha Solomon- Special Education Assistant, High School, \$24.62 an hour, 6.5 hours per day, effective April 30, 2025

24. Anisha Solomon- Extended School Year SPED Para, Lincoln Center, \$24.62 an hour, effective July 7 - 24, 202

B. Resignations/Retirements/Leaves/Reductions/Other

1. Dominique Burgin-Resignation, Student Supervisor, Lincoln Center, effective April 18, 2025

2. Rosa Perez Barrios-Resignation, PT Cleaner, Secondary, effective April 7, 2025

3. Angela Mann - Resignation, PT Cleaner, Secondary, effective April 18, 2025



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: April 28, 2025
Place on Agenda: Regular Business Meeting Agenda
Action Requested: Approval
Attachment: 605, 611, 304, 402, 403

Topic: Policy Review – Final Reading and Approval
Presenter(s): Board Chair
Background: School district policy #208 requires policies under review to be placed on two consecutive 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. The policies are in their final reading and up for approval at the Monday, April 28, 2025, Board meeting.
Recommendation: Approval
Alternatives: N/A

Passionate Learners Positively Changing Our World



Adopted: August 9, 2004

MSBA/MASA Model Policy 605

Orig. 1995

Revised: 4/24/17; 4/13/20; 7/22/24, 4/28/25

Rev. 2022

605 ALTERNATIVE EDUCATIONAL SERVICES

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative education services 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 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 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. The superintendent shall, through cooperative efforts with other schools, agencies and organizations, periodically recommend additional or modified alternative educational services 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)
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 611

Orig. 1996

Revised: 7/11/05; 8/28/06; 7/25/16; 6/10/19
7/27/20; 6/14/21; 6/27/22; 6/26/23; 5/28/24; 4/28/25

Rev. 2022

611 HOME SCHOOLING

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minnesota Statutes section 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship.

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minnesota Statutes section 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by Minnesota Statutes section 121A.15, Subds. 1, 2, 3, 4, and 12 on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year.

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request as required by law, the school district will provide textbooks, (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided under state law. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to state law for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.



VI. PUPIL SUPPORT SERVICES

Upon formal request as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a homeschooled child as provided under state law. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to state law.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (where five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students.

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

1. Minnesota State High School League sponsored activities (where six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League bylaws. The approval of such an arrangement shall be at the discretion of the school board.

- a) The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
- b) The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.



- c) The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities where six or more students receive instruction in the home school.
 - a) A home schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic non regular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References:

Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 123B.49 (Extracurricular Activities Insurance)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Materials, Standard Tests)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Rules Ch. 3540 (Nonpublic Schools)

Cross References:

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 510 (School Activities)

Adopted: May 24, 2004

MSBA/MASA Model Policy 304

Orig. 1995

Revised: 11/13/06; 5/22/17; 12/11/23, 4/28/25

Rev. 2025

304 SUPERINTENDENT CONTRACT, DUTIES AND EVALUATION

I. PURPOSE

- A. The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

- A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.
- B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.
- C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as a model instrument.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: None

Adopted: June 14, 2004

MSBA/MASA Model Policy 402

Orig. 1995

Revised: 3/13/17; 2/26/17; 3/12/18; 4/28/25

Rev. 2022

402 DISABILITY NONDISCRIMINATION POLICY

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the Director of Human Resources. This individual is the school district's appointed ADA/Section 504 coordinator.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101 (Americans with Disabilities Act)
29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)
34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Adopted: June 14, 2004

MSBA/MASA Model Policy 403

Orig. 1995

Revised: 5/22/17; 5/28/24; 4/28/25

Rev. 2025

403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DISCIPLINE

A. Violation of School Laws and Rules

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

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

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from an oral reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard performance will follow a progressive format and will be accompanied by guidance, help and encouragement to improve from the employee's supervisor and reasonable time for correction of the employee's deficiency.



C. Misconduct

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

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

IV. FORMS OF DISCIPLINE

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

1. oral warning;



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

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

V. PROCEDURES FOR ADMINISTERING POLICY

A. When any form of discipline is imposed, the employee's supervisor will:

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

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

Legal References: Minn Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class)
Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)
Minn. Stat. § 122A.58 (Coaches; Termination of Duties)
Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School Districts)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)

Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)

Cross References: None



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: April 28, 2025
Place on Agenda: Regular Business Meeting Agenda
Action Requested: Review Only
Attachment: 620, 624, 413

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 April 9, 2025. The second reading is being done at this meeting, and the third and final review and approval is scheduled for May 27, 2025.</p>
Recommendation: <p>Review only.</p>
Alternatives: <p>N/A</p>

Passionate Learners Positively Changing Our World



Adopted: April 11, 2005

MSBA/MASA Model Policy 620

Orig. 1998

Revised: 6/26/06; 9/22/08; 4/24/17; 9/11/17

Rev. 2024 3 (Oct) 15

620 CREDIT FOR LEARNING

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in PostSecondary Enrollment Options, other advanced enrichment programs and also to recognize student achievement in other schools. This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to develop and provide processes and procedures by which students may meet a graduation requirement whether the school district offers the course in its curriculum or the student accomplishes the work in another learning environment. The school district will provide a process for transfer of course credits completed in another Minnesota school district, recognition of work completed in other schools and post-secondary institutions.

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. TRANSFER OF COURSE CREDITS DEFINITIONS

- A. The school district will transfer high school credits achieved in earlier grades or in other schools to the student's record upon admission, completion of a summer school program or the like. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes, section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).
- B. When a student transfers into the school district from another Minnesota public school district, any courses completed in the sending school district, along with scores recorded by the sending district, shall be recorded as completed with a notation indicating the identity of the school district from which the records are transferred.



"Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.095, subdivision 5 or 5b, enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

- C. Students may be advised of the opportunities available to complete further requirements and electives. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. **POST-SECONDARY ENROLLMENT CREDIT TRANSFER OF CREDIT FROM OTHER SCHOOLS**

- A. A student who satisfactorily completes a post-secondary enrollment options course or program or on-line learning course or program under Minn. Stat. § 124D.09, that has been approved as meeting the necessary requirements, is not required to complete other requirements adopted by the school district corresponding to that specific rigorous course of study.
Transfer of Academic Requirements from Other Minnesota Public Secondary Schools
 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
 2. Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least [insert number] credits from the school district.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program or on-line learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward graduation and credit requirements.
Transfer of Academic Requirements from Other Schools



1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least 18 credits from the school district.
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
 - d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation Requirements.



d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

C. PSEO students will be provided access to SSP Secondary Building during regular school hours and have access to the same technology as all SSP Secondary students in their grade level. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or non final grades earned during the academic term.

D. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

V. POSTSECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes, section 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.



5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following school year academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.
- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.



- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

- A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:
 - 1. A grade awarded in an International Baccalaureate course will be multiplied by a factor of 1.1
- B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.



- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness the World's Best Workforce)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. § 124D.095 (On-Line Learning Option)
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading)
Minn. Rules Parts 3501.0200-3501.0290 (Standards – Written Composition)
Minn. Rules Parts 3501.0505-3501.0550 (Graduation Standards – Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Graduation Standards – Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Graduation Standards – Arts)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma)
Minn. Rules Parts 3501.0660-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)



MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and
Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Learning Options)



Adopted: _____

MSBA/MASA Model Policy 624

Orig. 2024³

Revised: _____

Rev. _____

624 ONLINE INSTRUCTION

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure



under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under sections 504 and 508 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.



V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit; and
 4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
1. use an application form specified by MDE;
 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.



- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.
- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
 - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and



3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.
 - G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
 - H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
 - I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING


Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

- Legal References:**
- Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
 - Minn. Stat. § 120A.22 (Compulsory Instruction)
 - Minn. Stat. § 120A.24 (Reporting)
 - Minn. Stat. § 124D.03 (Enrollment Options Act)
 - Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
 - Minn. Stat. § 124D.094 (Online Instruction Act)
 - ~~Minn. Stat. Ch. 124E (Charter Schools)~~
 - Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)
- Cross References:**
- MSBA/MASA Model Policy 613 (Graduation Requirements)
 - MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: September 8, 1997

MSBA/MASA Model Policy 413

Orig. 1995

Rev. 2025 

Revised: 4/26/04; 8/28/06; 11/23/09; 11/25/13
11/23/15; 12/10/18; 6/10/19; 5/26/20; 6/14/21
6/27/22; 6/26/23; 5/28/24

413 HARASSMENT AND VIOLENCE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to maintain a learning and working environment free from harassment and violence on the basis of Protected Class. The school district prohibits any form of harassment or violence on the basis of Protected Class.
- B. A violation of this policy occurs when any student, teacher, administrator or other school district personnel harasses a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a Protected Class. (For purposes of this policy, school district personnel include school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)
- C. A violation of this policy for any student, teacher, administrator or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's Protected Class.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's Protected Class, and to discipline or take appropriate action against any student, teacher, administrator or other school district personnel found to have violated this policy.

III. DEFINITIONS

- A. Assault is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;



2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. “Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
 3. otherwise adversely affects an individual’s employment or academic opportunities.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
1. “Disability” means, with respect to an individual who:
 - a. has a physical, sensory, or mental impairment that materially limits one or more major life activities of such individual;
 - b. has a record of such an impairment; **or**
 - c. is regarded as having such an impairment; **or**
 - d. **has an impairment that is episodic or in remission and would materially limit a major life activity when active.**
 2. “Familial status” means the condition of one or more minors **being domiciled with** **having legal status or custody with:**
 - a. **The** **minor’s** parent or parents or the minor’s legal guardian; or **guardians;** or
 - b. the designee of the parent or parents or guardian **or guardians** with the written permission of the parent or parents or guardian. **or guardians.** **Familial status also means residing with and caring for one or more individuals who lack the ability to meet essential requirements for physical health, safety, or self-care because the individual or individuals**



are unable to receive and evaluate information or make or communicate decisions. The protections afforded against harassment or discrimination on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment or discrimination on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “Sexual orientation” means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities.
 7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment includes unwelcomed sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b) submission or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or



-
- c) that conduct or communication has the purpose or effect of substantially interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:
 - a) unwelcome verbal harassment or abuse;
 - b) unwelcome pressure for sexual activity;
 - c) unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
 - d) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e) unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f) unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof that involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minnesota Statutes section 609.341, includes the primary genital area, groin, inner thigh, buttocks or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a) touching, patting, grabbing, or pinching another person's intimate parts;
 - b) coercing, forcing or attempting to coerce or force the touching of anyone's intimate parts;
 - c) coercing, forcing or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d) threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.



H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to an individual's or group's Protected Class.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of a person's Protected Class by a student, teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct that may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct that may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or building supervisor (hereinafter the "building report taker) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy, at the building level. Any adult school district personnel, who receive a report of harassment or violence prohibited by this policy, shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or school district's human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fails to make reasonable efforts to



address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.

- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates the Director of Human Resources as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.



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

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

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

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.



VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the targets or victims and alleged perpetrators of harassment or violence, the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

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

IX. HARASSMENT OR VIOLENCE AS ABUSE



- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minnesota Statutes Chapter 260E may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

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

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat.Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. § 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 1201 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)



MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedures and Process)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, April 28, 2025

Place on Agenda: Regular Agenda

Action Requested: Approval

Attachment: **Resolution for the Non-Renewal of Probationary Teachers**

Topic: Non-Renewal of Probationary Teachers
Presenter: Joel Milteer Human Resource Director
Background: Each year, we must release a number of probationary teachers for various reasons, including student driven scheduling, changes in enrollment, budget reductions, curriculum changes, licensure issues, mid-year placements, and performance issues. Attached is a resolution to terminate the contracts of a number of probationary teachers. This resolution terminates teaching contracts for those listed, at the end of the current 2024-2025 school year, with non-renewal for the 2025-2026 school year.
Recommendation: Approve Board Member as a classified substitute for the district.
Alternatives: Not approve Board Member as a classified substitute for the district.

Passionate Learners Positively Changing Our World

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

Board Member _____ moved the adoption of the following resolution:

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

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

BE IT RESOLVED by the School Board of Special School District No. 6, pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contracts of these probationary teachers in Special School District No. 6, are hereby terminated effective at the end of the 2024-2025 school year.

Emilee Fremstad	1.0	Math Teacher	High School
Sean Kelly	1.0	Special Education Teacher	High School
Sarajane Monjeau	.6	Work Based Learning	High School
Carmen Thompson	1.0	Kindergarten Teacher	Kaposia
Vanessa Buth	1.0	Grade 1 Teacher	Kaposia
Teranique Bowen-Jerez	1.0	Preschool Teacher	Kaposia
Kari Kielsa	1.0	Special Education Teacher	Lincoln Center
Allison Olson	1.0	Special Education Teacher	Lincoln Center
Joquan Williams	1.0	Social Worker	Middle School
Ben Labey	1.0	Social Studies Teacher	Middle School
Peter Eltjes	1.0	Special Education Teacher	Middle School
Daniel Beattie	1.0	Science, Technology, Engineering & Math	Middle School

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

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

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

Board Members:

And the following voted against:

Whereupon said resolution was declared duly passed and adopted.



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, April 28, 2025

Place on Agenda: Regular Agenda

Action Requested: Approval

Attachment: 2025-2026 Student Teacher Agreement – Northwestern University

Topic: Student Teacher Agreement – Northwestern University
Presenter(s): Joel Milteer, Human Resources Director
Background: <p>A student teacher placement has been coordinated between Northwestern University and South St. Paul School District beginning September 2025. To finalize the student teacher placement, approval of the agreement between Northwestern 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 2025-26 Student Teacher Agreement with Northwestern 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
UNIVERSITY OF NORTHWESTERN
ST. PAUL, 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 University of Northwestern, Saint Paul, Minnesota (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.
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 October 23, 2025, and end on December 11, 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: **COLLEGE/UNIVERSITY NAME**

Name: Janet Sommers Name: _____

Title: Provost & SVPAA Title: _____

Signature: Janet Sommers Signature: _____

Date: 3/31/25 Date: _____

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

Signature: _____
School Board Chair

Date: _____



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: April 28, 2025
Place on Agenda: Business Meeting
Action Requested: Approval
Attachment: 2025-30 Strategic Plan Executive Summary

Topic: 2025-30 Strategic Plan
Presenter(s): Dr. Brian Zambreno, Superintendent of Schools
Background: <p>Enclosed is the Executive Summary of the South St. Paul Public Schools 2025–2030 Strategic Plan. This document summarizes the collaborative process undertaken to define the district’s priorities and direction for the next five years. Rooted in the mission to Engage, Educate, and Empower, and shaped by input from students, staff, families, and community members, the plan outlines three strategic pillars—Packer Performance, Packer Pride, and Packer Promise—each with clear goals to guide our collective work. The Strategic Planning Steering Committee will present the final plan to the School Board at the April 28, 2025 meeting for formal consideration.</p>
Recommendation: <p>The Strategic Planning Steering Committee and District Administration Recommends the approval of the 2025-30 Strategic Plan.</p>
Alternatives: <p>Do not approve and direct administration with next steps.</p>



South St. Paul Public Schools Strategic Plan Executive Summary

South St. Paul Public Schools launched a comprehensive strategic planning process in September of 2024 to define the district's priorities and guide our work from 2025 to 2030. This effort is grounded in our commitment to academic excellence, whole-child development, and strong community partnerships.

Building on the momentum of recent district initiatives, including the Core Values developed in partnership with the City of South St. Paul, Packer Pathways, and intentional efforts to improve academic outcomes, this plan is designed to shape the next chapter of our shared vision: *to be a destination district—a community where everyone wants to live, work, play, and go to school.*

In partnership with Studer Education, a national leader in strategic planning for school systems, the district engaged stakeholders across our learning community to ensure the plan reflects the voices and values of those we serve. The process includes input from students, staff, families, and community members through focus groups, surveys, and a Strategic Planning Steering Committee.

PROCESS OVERVIEW

- **Fall 2024:** Launched community engagement efforts, including focus groups and surveys.
- **Winter 2024–2025:** Strategic Planning Steering Committee meets to analyze data, identify key themes, and draft strategic priorities.
- **Spring 2025:** Final plan developed, refined, and presented for School Board approval.
- **Summer 2025:** Implementation planning begins, including aligned goals and performance measures.

STAKEHOLDER ENGAGEMENT HIGHLIGHTS

- 18 Strategic Planning Steering Committee members
 - 300+ community and staff survey responses
 - 10 focus groups with students, staff, families, and community members
-

STRATEGIC PLANNING STEERING COMMITTEE

The Steering Committee represents a cross-section of voices from across South St. Paul, including staff, students, families, and community members. Their role is to provide insight, identify district strengths and opportunities, and help shape the core priorities of the plan.

Committee Member	Representative Site	Representative Role
Leah Bourg	Secondary	Staff
*Lisa Brandecker	District	Staff
Terry Bretoi	Kaposia	Admin
Jane Cornell	Secondary/Lincoln Center	Staff/Parent
Linda Diaz	Secondary	Parent
Zach Fredricks	Lincoln Center	Staff/Parent
Paige Hillstrom	Kaposia	Staff
Kim Humann	Kaposia/Secondary/District	Board Member
Soviatt Loyd	Kaposia	Staff
Katie Peterson	Lincoln Center	Parent
*Tina Posnanski	Studer Education	Consultant/Facilitator
Janelle Rose	Lincoln Center	Parent
Tom Seaberg	Secondary/Community	Parent/City Council
Jody Sielski	CLC	Parent or Staff
Kristen Spanjers	Lincoln Center	Staff/Parent
Teresa Tonda	Secondary	Staff
Angie Weitzell	Kaposia	Parent
*Brian Zambreno	District	Staff

**denotes ex-officio representatives*

We are grateful to everyone who contributed their voices to this process as we chart a shared course for the future of South St. Paul Public Schools.

COMMITTEE MEETING SYNOPSES

September 25, 2024 – Kickoff Meeting

The Strategic Planning Steering Committee convened for the first time to launch the 2025–2030 strategic planning process. Members were welcomed and briefed on their roles, the process timeline, and overarching goals. The committee began initial discussions focused on data analysis and refining the district’s mission and vision. This session set the stage for collaborative work grounded in community input and shared values.

November 6, 2024 – Identifying Themes

Committee members met virtually to review and analyze raw feedback from stakeholder focus groups conducted in September. Participants were asked to identify 3–5 key themes from the data, with an eye toward possible goal formation. This session marked a critical step in identifying the community's priorities, which would help shape the plan's core pillars.

January 8, 2025 – Pillars and Goals Development

The committee reconvened in person to build upon the focus group insights. Key themes were refined into three draft strategic pillars—**Packer Performance, Packer Pride, and Packer Promise**—each supported by preliminary goals. The committee emphasized inclusive language, student achievement, staff support, and stronger community engagement. The meeting reflected collaborative momentum toward defining district priorities.

February 19, 2025 – Pillar Language Refinement

This session focused on refining the wording of the strategic pillars and goals for clarity and alignment. Members reviewed revisions made by the Communications Team to ensure language integrity while enhancing coherence. Feedback from this meeting will inform the final edits to the draft plan. Attendance was strong, reflecting the committee's commitment to consensus and shared ownership of the plan.

April 14, 2025 – Strategic Plan Draft Presentation

The Strategic Planning Steering Committee presented a draft of the 2025–2030 Strategic Plan to the School Board during a work session. The plan is the result of several months of collaboration, engagement, and feedback from students, staff, families, and community members.

STRATEGIC PLAN RECOMMENDATION

OUR MISSION: Engage, Educate, Empower!

OUR VISION: Nurturing an inclusive Packer community of lifelong learners.

KEY PILLARS

Packer Performance: Fostering Growth and Achievement

- **Focus on Growth:** Cultivate an environment that encourages continuous improvement, academic success, and high performance.
- **Support Staff Excellence:** Empower and support staff as they learn and collaborate to drive student achievement.
- **Expand Opportunities:** Offer diverse academic and extracurricular experiences that inspire curiosity, critical thinking, and personal growth.

Packer Pride: Celebrating Core Values and Community

- **Align Actions with Core Values:** Ensure every decision and action reflects our commitment to Pride, Respect, Resilience, Integrity, Collaboration, and Equity.
- **Promote District Strengths:** Showcase what makes our district unique and welcoming, attracting students, families, and staff.
- **Celebrate and Promote Engagement:** Recognize and appreciate the dedication of students, families, staff, and community members in fostering a thriving and supportive educational environment.

Packer Promise: Cultivating Inclusive Opportunities for All

- **Cultivate a Welcoming Environment:** Build a safe, inclusive, and supportive learning community where everyone feels valued and heard.
- **Communicate Transparently:** Foster trust by delivering clear, consistent, and transparent communication that encourages engagement and strengthens relationships.
- **Expand Pathways to Success:** Provide diverse opportunities for students to explore their academic and personal goals, unlocking their full potential for success in school, careers, and life.
- **Foster Belonging:** Strengthen connections through shared experiences that create a sense of pride and belonging within our schools and community.

NEXT STEPS

Following approval of the strategic plan, the district will move into the implementation phase with two key initiatives:

- **Building-Level Vision Cards:** School and district leaders will collaboratively develop vision cards over the coming months. These cards will outline detailed action steps aligned to the strategic priorities, along with a clear rubric to measure progress over time. Vision cards will support transparency, alignment, and continuous improvement at every level of the organization. Vision Cards will serve as a bridge between strategy and action, helping bring our plan to life through clarity, alignment, and accountability at every level.
- **District Branding Refresh:** To align with the updated vision and direction of the district, we are also launching a branding refresh. This work will help ensure our visual identity, messaging, and communications are streamlined and reflect who we are and who we aspire to be as a destination district.

RECOMMENDED BOARD ACTION

The Strategic Planning Steering Committee will present the 2025-2030 Strategic Plan for approval to the School Board at their meeting on Monday, April 28, 2025.



Strategic Plan - 2025-2030

Mission: *Engage, Educate, Empower!*

Vision: *Nurturing an inclusive Packer community of lifelong learners.*

Packer Performance- Fostering Growth and Achievement

- **Focus on Growth:** Cultivate an environment that encourages continuous improvement, academic success, and high performance.
- **Support Staff Excellence:** Empower and support staff as they learn and collaborate to drive student achievement
- **Expand Opportunities:** Offer diverse academic and extracurricular experiences that inspire curiosity, critical thinking, and personal growth.

Packer Pride - Celebrating Core Values and Community

- **Align Actions with Core Values:** Ensure every decision and action reflects our commitment to our community values of Pride, Respect, Resilience, Integrity, Collaboration, and Equity.
- **Promote District Strengths:** Showcase what makes our district unique and welcoming, attracting students, families, and staff.
- **Celebrate and promote hard work and engagement:** Recognize and appreciate the dedication of students, families, staff, and community members in fostering a thriving and supportive educational environment.

Packer Promise - Cultivating Inclusive Opportunities for All

- **Cultivate a Welcoming Environment:** Build a safe, inclusive, and supportive learning community where everyone feels valued and heard.
- **Communicate Transparently:** Foster trust by delivering clear, consistent, and transparent communication that encourages engagement and strengthens relationships.
- **Expand Pathways to Success:** Provide diverse opportunities for students to explore their academic and personal goals, unlocking their full potential for success in school, careers, and life.
- **Foster Belonging:** Strengthen connections through shared experiences that create a sense of pride and belonging within our schools and community (moved down from Packer Pride).



SOUTH ST. PAUL PUBLIC SCHOOLS
 School Board Agenda Item

Meeting Date: April 28, 2025

Place on Agenda: Work Session & Business Meeting

Action Requested: Approval

Attachment: Education Identity and Access Management Board Resolution

Topic: Identified Official with Authority (IOwA) designation
Presenter(s): Lisa Brandecker, Manager of Administrative Services
<p>Background:</p> <p>The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user’s assigned job duties, and will revoke that user’s access when it is no longer needed to perform their job duties.</p>
<p>Recommendation:</p> <p>Recommendation to approve the <i>Education Identity and Access Management Board Resolution</i> that designates Dr. Brian Zambreno as the Identified Official with Authority for Education Identity Access Management for South St. Paul Public School Dist. 0006-03.</p>
<p>Alternatives:</p> <p>N/A</p>

Instructions for Districts and Schools: Copy the form below onto your district or school letterhead, complete the information requested in the six spaces shown, then scan and email the completed form to: useraccess.mde@state.mn.us.

Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local educational agency or organization (the superintendent or exec. director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s).

Designation of the Identified Official with Authority for Education Identity and Access Management

Organization Name: South St. Paul Public Schools, Special School District 6

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): 006-03

Superintendent or Exec. Director Name: Dr. Brian Zambreno, Superintendent

Will act as the IOwA? Yes No

If no, identify below the individual who will act as the IOwA for your organization.

The Superintendent or Exec. Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:

Print Name: _____

Title: _____

Board Member Signature:

Name: _____

Date: _____

Once the EDIAM Board Resolution is completed, scan and email it to: useraccess.mde@state.mn.us



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: April 28, 2025
Place on Agenda: Regular Agenda/Business Items
Action Requested: Approval
Attachment: Acceptance of Gifts Resolution

Topic: Acceptance of Gifts
Presenter(s): Ra Chhoth, 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 Resolution.
Alternatives: Do not approve the Acceptance of Gifts Report and direct administration with the next steps.

Passionate Learners Positively Changing Our World

Board Meeting Date: April 28, 2025

Acceptance of Gifts Resolution

Monetary

Donation Amount	Designated To	Donation From	Purpose
\$12,000.00	SSPPS	Anonymous	Girl's HS Flag Football

Value in Kind

Donation Item	Designated To	Donation From	Purpose
17 Chairs	SSP Secondary	EcoWater Systems	Replacement