



# **Saint Paul Public Schools**

## **Regular Meeting**

**Tuesday, August 19, 2014 5:30 PM**

**SAINT PAUL PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT NO. 625**

**BOARD OF EDUCATION**



**Mary Doran**  
*Chair*



**Keith Hardy**  
*Vice Chair*



**John Brodrick**  
*Clerk*



**Anne Carroll**  
*Treasurer*



**Jean O'Connell**  
*Director*



**Louise Seeba**  
*Director*



**Chue Vue**  
*Director*



**ADMINISTRATION**  
**Valeria S. Silva**  
*Superintendent*

**BOARD OF EDUCATION COMMITTEES**

**Committee of the Board – Keith Hardy, Vice Chair**

**SPPS VISION STATEMENT**

*Imagine every student*  
Inspired, challenged, and cared for by exceptional educators  
*Imagine your family*  
Welcomed, respected, and valued by exceptional schools  
*Imagine our community*  
United, strengthened, and prepared for an exceptional future  
***Saint Paul Public Schools: Where imagination meets destination***

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**MISSION of the Saint Paul Public Schools – PREMIER EDUCATION FOR ALL**

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**Long-Range Goals Adopted by the Board:**

**HIGH ACHIEVEMENT**

**Learners will understand the relationship between their lives and the lives of others,  
And the relevance of their educational experiences to their roles in society.**

**MEANINGFUL CONNECTIONS**

**Learners will understand the relationship between their lives and the lives of others,  
and the relevance of their educational experiences to their roles in society.**

**RESPECTFUL ENVIRONMENT**

**The learning environment will be safe, nurturing and equitable for our diverse learners.**

**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**Administration Building**  
**360 Colborne Street**

**August 19, 2014**  
**5:30 PM**

**A G E N D A**

- I. CALL TO ORDER**
- II. ROLL CALL**
- III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**
- IV. PUBLIC COMMENT** (Time Certain 5:30 p.m.)
- V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
- VI. APPROVAL OF THE MINUTES**
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- VIII. RECOGNITIONS** (Time Certain 6:30 p.m.)
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- X. CONSENT AGENDA**

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**INDEPENDENT SCHOOL DISTRICT NO. 625**  
**Saint Paul, Minnesota**  
**MINUTES OF THE REGULAR MEETING OF THE BOARD OF EDUCATION**  
**July 15, 2014**

**I. CALL TO ORDER**

The meeting was called to order at 6:00 p.m.

**II. ROLL CALL**

PRESENT: Ms. O'Connell, Mr. Vue, Ms. Carroll, Ms. Doran, Ms. Seeba, Mr. Hardy, Superintendent Silva, Mr. Lalla, General Counsel, Ms. Polsfuss, Assistant Clerk

Director Brodrick was absent.

**III. APPROVAL OF THE ORDER OF THE MAIN AGENDA**

**MOTION:** Mr. Hardy moved the Board approve the Order of the Main Agenda as published. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Brodrick	Absent
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

**IV. PUBLIC COMMENT (Time Certain 5:30 p.m.)**

- B. Zick – Failure to report misconduct

**V. APPROVAL OF THE ORDER OF THE CONSENT AGENDA**

**MOTION:** Ms. O'Connell moved the Board approve the Order of the Consent Agenda as published. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

**VI. APPROVAL OF THE MINUTES**

A. Minutes of the Regular Meeting of the Board of Education of June 24, 2014

**MOTION:** Ms. O'Connell moved the Board approve the Minutes of the Regular Meeting of the Board of Education of June 24, 2014 as published. Ms. Seeba seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Vue	Yes

Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

## VII. COMMITTEE REPORTS - None

## VIII. RECOGNITIONS

### **BF 29779**      Acknowledgement of Good Work Provided by Outstanding District Employees and Departments

**Dana Abrams, District Ombudsperson**, has been appointed to the Advisory Task Force on the Woman and Juvenile Female Offender in Corrections beginning July 1, 2014 for two years. The purpose of the Advisory Task Force is to advise the Commissioner of Corrections about issues facing adult and juvenile female offenders in this state and to recommend strategies to address those concerns. Minnesota remains a leader in developing and maintaining equitable services for female offenders, which are based on the special needs of this population.

**MOTION:**      **Mr. Hardy moved the Board of Education recognize Ms. Abrams for her contributions and outstanding work. The motion was seconded by Ms. Carroll.**

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

## IX. SUPERINTENDENT'S REPORT

### A. SSSC Monitoring: Professional Development VisionCard

Staff described the professional development for aligned learning cycle, which is driven by achievement data. It begins with clear expectations then moves to training, general support/capacity building, monitoring and feedback and differentiated support based on need.

All professional development measures have a vision level of >90% except for training tracking which is 100%.

#### 1. Clear Expectations

- Aligned Learning Indicators (the percent of aligned learning indicators completed in content area at all grades PK-12.). Work is being constantly reviewed and updated on a yearly basis.
  - Most recent standards prioritized and "unpacked" is at Vision (100%)
  - Sequencing guides established and aligned to standards is at Vision (100%)
  - Annual instructional rubric aligned with achievement data is at 100% or Vision.
- Common assessments aligned to standards, developed and posted displayed several charts showing alignment PK -12 in Literacy/ELA, Science, Math and Social Studies. Content area teams worked with teachers to develop common assessments to assess gaps found in assessment areas in core content areas.

#### 2. Training

- Opening Week Participation – the percent of teachers who completed at least one Opening Week workshop in a given subject.
  - Elementary – Literacy/ELA (Vision 91%), Math (Vision 91%), Science (Vision 98%) and Social Studies (Vision 91%)
  - Secondary – Literacy/ELA (Vision 91%), Math (Vision 96%), Science (Vision 92%) and Social Studies (Vision 92%).

- Racial Equity: Beyond Diversity Workshops – 2,670 school staff have trained in Beyond Diversity since 2010, 170 facilities staff have participated as well. SPPS has developed internal capacity to lead Beyond Diversity training and has seen increases in participation and ratings due to this.
- Percent of sites that recorded building-level PD sessions on district wide system for tracking PD is at Vision (92% or 66 schools/programs)
- 3. General Support and Capacity Building
  - Peer Assistance and Review (PAR) – in Year 4 (2013-14) 15 PAR-consulting teachers provided support to 52% of all probationary teachers. This is a collaborative between SPPS and SPFT. There will be 16 PAR personnel in 2014-15.
- 4. Monitoring and Feedback
  - Percent of Priority, Focus and Continuous Improvement schools with classroom walkthroughs led by MTSS (Multi-tiered Systems of Support) teams is at Vision (100%).
  - Percent of Priority, Focus and Continuous Improvement schools with classroom walkthroughs led by their Assistant Superintendent is at 72%.
- 5. Differentiated Support
  - Percent of Multi-Tiered Systems of Support (MTSS) team time spent on PD in schools
  - All MTSS team members is at baseline (58%) with 12,607 hours logged (the other 42% received other support).
  - Four Core team members (Literacy/ELA, Math, Science and Social Studies) are at Progress (83%) with 4,240 hours logged. Other support was provided for the remaining 17%.

Staff commented that having a team lead for content areas improved communication, planning and support driven by the school needs. What happens at school level has led to collaborative conversations. This is a responsive model with teams available to provide support on a timely basis and has led to a change from a department to a building model mindset. It has also led to bringing authority together between the Division of Schools and Academics leading to a strong sense of community

The quality of PD as reported in the teacher survey results conducted by the University of Chicago Five Essentials projects show (in this order: Strongly Agree, Agree, Disagree/Strongly Disagree):

- Been sustained and coherently focused, rather than short-term and unrelated: 23%, 54%, 23%.
- Included enough time to think carefully about, try to evaluate new ideas: 19%, 49%, 33%.
- Been closely connected to my school's improvement plan: 24%, 58% and 19%.
- Included opportunities to work productively with colleagues in my school: 27%, 50% and 23%.
- Included opportunities to work productively with teachers from other schools: 9% 28% and 63%.

Additional information was then provided on Beyond Diversity data:

- Total number of school staff trained 2011 through 2014: Elementary (40 schools) 2,064 staff; middle (7 schools) 330 staff; Secondary (12 schools) 430 staff; alternative education (18 schools/programs) 510 staff and 19 substitutes. In 2013-14 Elementary 837 staff, Middle 137 staff, Secondary 192 staff, Alternative Ed (200 staff) and four substitutes.
- Total number of district staff trained 2011 through 2014 totals 316 and in 2013-14 only 127 staff.

Next steps:

- Building positive school climate for students and adults in the schools
- Balancing professional development with deployment of support to schools
- Developing an evaluation process to see what is working and learn from best practices



- Move to develop stronger leadership from classroom teachers in professional development and best practices they are using
- Provision of professional development opportunities for non-professional staff

#### QUESTIONS/DISCUSSION:

- Why the heavy focus on opening week PD vs. PD throughout the year? Response: The challenge of evaluating PD during the year is timing; PD is often offered on evenings or weekends and participation is optional. The best opportunity to access the most teachers is Opening Week, which provides a fair measure of participation. Also, building level PD and optional workshops are at the buildings and more difficult to measure.
- What about opportunity for staff to work across schools? Response: When SPPS adopted the new common core standards, it pulled together 200 teachers to unpack the common core standards and develop units of instruction (particularly secondary). Participation rates were very high and the synergy was exciting. Currently work is being done on how to build positive school climate particularly in middle schools and developing ideas on how to build PBIS systems in the schools. As an example, schools with good climates are sharing information on passing time and what they have found works for them.
- Common assessments - concern was expressed in the area of elementary science, how would that be addressed? Response: The science team is aware this is an area needing to be completed. The challenge for the science department has been the expansion of the number of science teachers in the district leading to a need for more classroom support for new teacher coaching thereby limiting time available for assessment work.
- The MTSS teams are in all traditional schools. Are they in alternative schools as well? Yes under the Assistant Superintendent.
- As SPPS moves forward how did MTSS best practices interrupt negative challenges in some schools and how will it work in the coming year? Response: In a few schools, MTSS realized, with the number of new teachers, the critical need was to work on lesson planning. They look at the needs in the building at the time and customize support to meet that need at the time. Team members have permission to bring up issues they find or an area that needs to be addressed. Many issues are handled before they become a major issue because of this. They take a holistic look at sites to meet issues as they arise and establish goals to move to the next level and recognize the value of data in finding and addressing issues.
- Is SPPS accelerating efforts to address on-time graduation efforts? Response: MTSS in the high schools set mid-quarter pass rates to be sure 9<sup>th</sup> graders were provided with supports. MTSS has worked in middle schools on master schedules because the way students are scheduled into core classes affects the student's future. MTSS saw an issue and teams offered suggestions on how to adjust schedules to meet student needs. Pass rates of classes do count so emphasis is being put on that issue and how to provide supports to improve pass rates.

#### B. Human Resource Transactions

In addition to HR transactions, leadership appointments were also presented as follows:

- Establish Superintendency positions and associated salary ranges effective July 16, 2014 for Director of Teaching and Learning (salary range \$94,744-130,000) and appoint Hans Ott to that position effective July 16, 2014.
- Appoint Idrissa Davis to the Superintendency position of Deputy Chief, Technology Services effective July 28, 2014.
- Discontinue the Superintendency positions of Assistant Superintendent Teaching, Learning and Leading and that of Chief of Staff effective July 16, 2014.
- Appoint Vicki Turner as Assistant Director, Office of Early Learning under the Association of Supervisory and Administrative personnel effective July 28, 2014.
- Appoint Toya Stewart Downey, Communications Assistant Director under the St. Paul Supervisors' Organization effective June 8, 2014. and
- Amend the 2013-15 Terms and Conditions of Professional Employment for Members of the Superintendency to comply with the foregoing.

**MOTION:** Ms. O'Connell moved that the Board approve the Human Resource Transactions for the period June 1, 2014 through June 30, 2014 as published and approve the leadership actions/appointments as outlined above. Ms. Carroll seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

#### **X. CONSENT AGENDA**

**MOTION:** Ms. O'Connell moved the Board approve all Items on the Consent Agenda as published. Mr. Hardy seconded the motion.

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

A. Gifts - None

B. Grants

**BF 29780** Request for Permission to Submit a Grant Application to Action for Healthy Kids

That the Board of Education authorize the Superintendent (designee) to submit an application to Action for Healthy Kids; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29781** Request for Permission to Submit a Funding Request to MASMS (Minnesota Educational Facilities Management Professionals)

That the Board of Education authorize the Superintendent (designee) to submit a request for a \$1,000 grant to MASMS for a student-led tree growing project; to accept the bins if awarded; and to implement the project as specified in the award documents.

**BF 29782** Request for Permission to Accept a Grant from the Minnesota Vikings

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Vikings for the purpose of providing professional athletic training services to football players in SPPS and to implement the project as specified in the award documents.

**BF 29783** Request for Permission to Accept a Grant to American Indian Magnet School from Project Learning Tree

That the Board of Education authorize the Superintendent (designee) to accept a grant from Project Learning Tree to fund a Medicine Wheel Garden at American Indian Magnet School; and to implement the project as specified in the award documents.

**BF 29784** Request for Permission to Accept a Grant from the Robins, Kaplan, Miller & Ciresi Foundation for Children

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Robins, Kaplan, Miller & Ciresi Foundation to fund the position of Director of Leadership Development; and to implement the project as specified in the award documents.

**BF 29785** Request for Permission to Accept a Grant from Saint Paul Youth Commission

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Saint Paul Youth Commission to support anti-bullying activities in middle schools and to implement the project as specified in the award documents.

**BF 29786** Request for Permission to Submit a Grant Application to the U.S. Department of Education to Provide Multi-Tiered Behavioral Framework Support

That the Board of Education authorize the Superintendent (designee) to submit an application to the U.S. Department of Education to strengthen, align and expand the district's Positive Behavioral Interventions and Supports (PBIS) system to facilitate a healthy, culturally relevant social and academic learning environment for all students; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29787** Request for Permission to Submit a Grant Application to the U.S. Department of Education to Help Communities Break the Cycle of Violence

That the Board of Education authorize the Superintendent (designee) to submit an application to the U.S. Department of Education to transform the way the district provides mental health services for its students by creating protocols and aligning mental health activities; to accept funds, if awarded; and to implement the project as specified in the award documents.

**BF 29788** Request for Permission to Submit a Grant Application to the U.S. Department of Health and Human Services to Provide Youth Mental Health First Aid

That the Board of Education authorize the Superintendent (designee) to submit an application to the U.S. Department of Health and Human Services to provide Youth Mental Health First Aid (YMHFA) training to 525 adults in order to better identify mental health illness among students in grades 6-12 and refer them to appropriate resources; to accept funds, if awarded; and to implement the project as specified in the award documents.

C. Contracts

**BF 29789** Request for Permission for Saint Paul Public Schools Adult Basic Education Program to Enter into a Contract with Saint Paul College

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Ramsey County Workforce Solutions to provide ABE instructional and support services to adult learners participating in medical service careers training programs.

**BF 29790** Request for Permission to Contract with Urban Planet Software for Services for Continued Development and Management of Student Enrollment Management System

That the Board of Education authorize the Superintendent (designee) to approve the contract with Urban Planet Software for the above mentioned services for the period of August 1, 2014 – July 31, 2016 at an annual cost of \$60,000 not exceeding the total of \$120,000.

D. Agreements - None

E. Administrative Items

**BF 29791** Active Employee and Early Retiree Health Insurance

That the Board of Education approve a contract for active employee and early retiree health insurance coverage with HealthPartners, effective January 1, 2015, at the proposed premium renewal rates.

**BF 29792**

Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, Exclusive Representative for Machinists

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those machinist employees in this school district for whom District Lodge No. 77 International Association of Machinists and Aerospace Workers AFL-CIO, is the exclusive representative; duration of said Agreement is for the period of July 1, 2013, through June 30, 2015.

**BF 29793**

Approval of Employment Agreement Between Independent School District No. 625, Saint Paul Public Schools, and the Association of Supervisory and Administrative Personnel, Exclusive Representative for Supervisory Employees.

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those supervisory employees represented by the Association of Supervisory and Administrative Personnel for the duration of this agreement for the period of July 1, 2013 through June 30, 2015.

**BF 29794**

Employee Dental Insurance

That the Board of Education approve the contract for employee dental insurance coverage with HealthPartners effective January 1, 2015, at the proposed renewal rates.

**BF 29795**

Monthly Operating Authority

That the Board of Education approve and ratify the following checks and wire transfers for the period May 1, 2014 – May 31, 2014.

(a) General Account	#618608-621118 #0000646-0000766 #7000679-7000734 #0000208-0000243	\$75,725,164.14
(b) Debt Service	-0-	\$0.00
(c) Construction	-0-	\$2,169,917.05
		\$77,895,081.19

Included in the above disbursements are 3 payrolls in the amount of \$57,878,421.40 and overtime of \$272,731.68 or 0.47% of payroll.

**(d) Collateral Changes**

Released:

US Bank	FHLB of Cincinnati Letter of Credit No. 513730	5/1/2014
Wells Fargo	Federal Reserve Bank of Boston	5/12/2014

Additions:

US Bank	FHLB of Cincinnati Letter of Credit No. 515729	5/1/2015
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That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending October 31, 2014.

**BF 29796**

Request for Permission to Submit a Request to Ramsey County for Recycling Bins

That the Board of Education authorize the Superintendent (designee) to submit a request for recycling bins to Ramsey County; to accept the bins if awarded; and to implement the project as specified in the award documents.

**F. Bids****BF 29797**

Renewal of Request for Proposal Number A9465-E - Yogurt

That the Board of Education authorize the renewal of RFP #A9465-E with Upstate Niagara Cooperative Inc. for the furnishing and delivery of yogurt for the period July 1, 2014 through June 30, 2015, for an estimated value of \$350,000.

**BF 29798**                      Renewal of Request for Proposal No. A153538-E - Non-Food Disposable Supplies

That the Board of Education authorize the renewal of RFP #A153538-E with Trio Supply for the furnishing and delivery of non-food disposable supplies for the period August 1, 2014 through July 31, 2015, for an estimated value of \$600,000.

**BF 29799**                      Renewal of Request for Proposal Number A153556-E - Prime Vendor Contract for Groceries

That the Board of Education authorize the renewal of RFP #A153556-E with Indianhead Foodservice Distributor for furnishing and delivery grocery items and supplies for the period August 1, 2014 through July 31, 2015, for an estimated value \$3,800,000.

**BF 29800**                      Renewal of Bid No. A200096-E - For the Furnishing and Delivery of Dairy Products

That the Board of Education authorize the renewal of Bid #A200096-E with Hastings Co-Operative Creamery Company for furnishing and delivery of dairy products for the period September 1, 2014 through July 31, 2015, for an estimated value of \$1,500,000.

**BF 29801**                      Renewal of Request for Bid A200284-E - Petite Bananas  
That the Board of Education authorize the renewal of Bid #A200284-E with Russ Davis Wholesale, Inc. for furnishing and delivery of Petite Bananas for the period September 1, 2014 through August 31, 2015, for an estimated value of \$210,000.

**BF 29802**                      Renewal of Bid A200780-E - For the Furnishing and Delivery of Juice Products

That the Board of Education authorize the renewal of Bid #A200780-E with Hastings Co-Operative Creamery Company for furnishing and delivery of juice products for the period August 15, 2014 through June 30, 2015, for an estimated value of \$540,000.

**XI. OLD BUSINESS - None**

**XII. BOARD OF EDUCATION**

- A. Items for Future Agendas -- None
- B. Information Requests & Responses -- None
- C. Board of Education Reports/Communications - None

**XIII. NEW BUSINESS - None**

**XIV. FUTURE MEETING SCHEDULE**

- A. Action to Cancel July 21 Closed Board of Education Meeting and Reschedule It to July 22 (5:00-7:00 p.m.) for the Purpose of the Superintendent's Mid-Year Evaluation

**MOTION:**                      **Ms. O'Connell moved the Board of Education cancel the July 21 Closed Board of Education Meeting and reschedule it to July 22 (5:00-7:00 p.m.) for the purpose of the Superintendent's Mid-Year Evaluation. Ms. Carroll seconded the motion.**

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

B. Board of Education Meetings (5:30 unless otherwise noted)

- July 21 – CLOSED - CANCELLED
- July 22 – CLOSED (Superintendent Evaluation) – 5:00 p.m.
- August 19
- September 23
- October 14
- November 18
- December 9 – Closed (Superintendent Evaluation)
- December 16
- January 6, 2015 (Annual Meeting) – 5:00 p.m.
- January 20
- February 17
- March 17
- April 21
- May 19
- June 23
- July 21

C. Committee of the Board Meetings (4:00 unless otherwise noted)

- September 9
- October 7
- October 21
- October 28 - Cancelled
- December 2
- January 13, 2015
- February 10
- March 3
- April 7
- May 5
- June 9
- July 21

## **XV. ADJOURNMENT**

**MOTION:**                      **Ms. Seeba moved the meeting adjourn. Ms. Carroll seconded the motion.**

The motion was approved with the following roll call vote:

Ms. O'Connell	Yes
Mr. Vue	Yes
Ms. Carroll	Yes
Ms. Doran	Yes
Ms. Seeba	Yes
Mr. Hardy	Yes

The meeting adjourned at 7:07 p.m.

For clarity and to facilitate research, these minutes reflect the order of the original Agenda and not necessarily the time during the meeting the items were discussed.

Prepared and submitted by  
Marilyn Polsfuss  
Assistant Clerk, St. Paul Public Schools Board of Education

**MEETING MINUTES  
COMMITTEE OF THE BOARD MEETING  
July 15, 2014**

**PRESENT:** Board of Education: Directors Doran, Hardy, Vue, O'Connell, Carroll.  
Director Seeba arrived at 4:07

Absent: Director Brodrick

Staff: Superintendent Silva, M. Walker, M. Schrul, J. Engen, J. Peterson, J. Lalla, C. Osorio, J. Statum-Allen, A. Collins, M. Bierman, L. Sayles-Adams, R. Vernosh, J. Turner, S. Freeman

Other: Tony Lonetree

**I. CALL TO ORDER**

The meeting was called to order at 4:00 p.m.

**II. AGENDA**

**A. Presentation on OPEB Strategy**

OPEB (Other Post-Employment Benefits) are benefits provided to employees consisting mainly of health care-related benefits promised to retirees in labor negotiations. Accounting for OPEB is required under Governmental Accounting Standards Board statement 45 (GASB 45). The Accrued Actuarial Liability (AAL) is calculated based on a two-year actuarial study that is projected out 30 years. The liability must be recognized on the district's financial statements.

Health benefits became part of SPPS labor agreements and provide health insurance benefits to retirees and then to their surviving spouse for employees hired prior to January 1, 1996. SPPS has always paid its OPEB obligations in full as they become due during each respective fiscal year and will continue to do so (\$14.3 million in FY 2013).

Funding strategies over the past years were:

- 2009 – presented plan for establishment of OPEB trust
- 2009-2011 – Established an MOU with each union to sunset
- 2009 – change in legislation allowed for a levy to cover OPEB costs (Pay 2010 Levy)
- April 2011 – Established OPEB Revocable Trust with Wells Fargo with \$1 million initial contribution
- November 2011 – Contributed \$1 million
- January 2013 – Contributed \$1 million
- November 2013 – Contributed \$1 million
- June 30, 2014 – Current balance of OPEB Trust is \$4,521,182.

An actuarial valuation is required every two years. An actuarial valuation of OPEB was most recently prepared using data from plans, premiums, claims and census information.

Valuation Date	AAL	Annual OPEB Coast	Discount Rate*
1/1/2009	\$409,602,151	\$30,006,082	2.5%
1/1/2011	\$376,275,242	\$25,987,019	2.5%
1/1/2013	\$353,531,587	\$21,796,125	2.5%

\* Discount rate is the rate of return over time.

Future strategies include:

- Continue to fully fund and pay retiree benefits
- Continue to budget for and contribute to the Trust without drawing from it
- Continue the OPEB levy
- Continue to assign fund balance for investment into the trust each fiscal year
- Continue to present annual results to the Board
- Continue to update the Board quarterly on trust valuation.

The proposed contribution plan in FY 2015 is

- To invest \$1 million (already budgeted for) into the trust.
- In FY 2015, invest an additional \$3 million into the trust from the Committed for Retiree Health Insurance Fund Balance (currently \$25.4 million) by taking Board action.
- In subsequent fiscal years, continue to budget for and invest \$1 million and, contingent upon fund balance, invest an additional \$2-3 million per fiscal year.

Key fiscal considerations in this are

- The levy to St. Paul property taxpayers.
- The general economic situation in St. Paul (unemployment, foreclosure trends, etc.).
- Growth of District expenditures compared to revenues (expenditures continue to grow at a faster rate than District revenue).
- An increase in the District's minimum fund balance policy would reduce available dollars for Committed or Assigned fund balances
- Contractual obligations will have implications for future fiscal flexibility.
- Investment rate of returns (current and long-range) will also affect the fund.
- Current and future laws impacting OPEB
- Bond rating impacts
- Cash flow/State revenue payments now and into the future
- Impacts on the General Fund and ability to continue current SSSC 2.0 promises.

QUESTIONS/DISCUSSION:

- What is the timing on the proposed additional investment? Response: September/October
- What is the process for "assigning" fund balances? Response: Over time, SPPS has set aside monies for retiree health insurance. Each year it has assigned \$3 million to the retiree health insurance fund, as it was felt this would cover increases in pay as you go. Because of implementation of GASB 45 SPPS cannot commit fund balances without Board action to assign a fund balance to meet SSSC commitments. The item is booked on the financial statements but SPPS must also have the cash flow to invest over time.
- Will SPPS continue to do that? Yes
- How do the different types of fund balance relate to the 5%? Response: There are five areas designated under GASB 45: non-spendable (basically untouchable), restricted (ALC operating capital, etc.), committed (this is where the Retiree Health Insurance Fund Balance lies), assigned (these are by action of management and do not require Board action) and unassigned (which is where the 5% minimum fund balance policy applies).
- Explain the Committed for Retiree Health Benefits. Response: These are savings above and beyond what SPPS already budgets and spends on retiree health insurance. These funds are held over time for future investments. They can be moved into the Trust or remain uncommitted for other purposes by Board action. It is basically an investment pot similar to OPEB, simply held in a different place.
- There are two kinds post retirement benefits – post 65 and early retiree. Post 65 is a Medicare supplement purchased for employees. Collective bargaining units after 1/1/95



do not get post 65 benefits. Early retiree health benefits sunset for all new employees starting after 1/1/14.

- SPPS is trying to mitigate costs in the future as much as possible but it will eventually require a draws on the Trust.
- Administration stated it wants to Increase investment into the Trust because with fund balances it does not get the more aggressive rate of return it could be obtaining through the Trust. SPPS is investing for the future to mitigate its liability and to make sure it can, at some point draw from the Trust and be able to cover all accounted for employees over time. It is hoped it can build the Trust to a point where interest earnings would offset costs and reduce the need for investment.
- What is the current rate of return on the majority of funds in committed or assigned reserves vs. the Trust? Response: Most funds are in the Minnesota State Liquid Asset Fund and receive about .02%. The maximum amount for short-term investments is an .04% rate of return. Wells Fargo has been able to invest Trust funds in other markets that are within statute and get a 3.3% up to 5.5% return. The Trust portfolio is diversified; cash is held in reserve and entered into the market only as good options present themselves.
- Can SPPS tap into the Trust Fund if it needs to? Response: SPPS has not put more in cash flow and reserves because the funds have been sequestered by the State over time. Committed funds are funding district operations over time. Once funds have been invested into the Trust. SPPS cannot get the funds out of the Trust once invested; they must be used for the identified purpose of the Trust.

**B. Communications, Marketing and Development (CMD) Telling the SPPS Story**

Communications for the purpose of this presentation are those to staff, students and the general community regarding education efforts within the District. Communications needs to be an integral part of early planning.

The guiding values of CMD are clarity, timeliness, accuracy and relevance. The purpose of SPPS Communications is to promote a premier public education in St. Paul by providing students, families, staff and the community with clear, timely, accurate and relevant information.

SPPS Communication objectives include:

- Ensuring all students and families have ready access to information, tools and resources for school success
- Employees have district information they want and need to be successful in their jobs.
- The community can successfully and meaningfully engage with SPPS.

The purpose of SPPS Marketing and Special Events is to:

- Keep SPPS competitive and sustainable by attracting and retaining students and families
- Increase employee satisfaction by guiding trust and morale across the district and
- Build community confidence in SPPS.
- Its objectives are to build schools' marketing abilities, cease a service-focused culture and to prepare employees and parents to serve as ambassadors in the community.

Audiences addressed by CMD are diverse, have differing perspectives, languages and education. They include students/households, teachers/staff, the Board, SPPS leadership, principals, community leaders, community/funding partners, legislators/policymakers and the general public/taxpayers. Considerations, which must be addressed when communicating with this diverse audience, include: language, education, the most effective communication medium, the ability to navigate the school system, the urgency of the message to be delivered and audience expectations. Charts were presented breaking out how the various areas are addressed by the various media options.

Ongoing Communications' projects encompass:

- Calendar maintenance
- Crisis and family communications
- Design and graphics requests
- Grants and reporting
- Internal communications
- Media relations
- Negotiation communications
- Translations
- Online streaming of Board meetings
- The Principal's Playbook
- Proofreading
- School Leader for a Day
- School Marketing/videos/websites
- Social media
- SPPS homepage updates
- SPPS In the News
- SSSC 2.0
- State of the District
- Superintendent speaking engagements
- Superintendent/Board remarks, speaking engagements
- Superintendent's fundraising relationships
- Tax season
- Translations for City of St. Paul
- The Bridge and the Partner's Bridge

Recent successes were listed and digital successes outlined.

Future opportunities include the use of new media to reach increasingly tech savvy parents and staff, better activation of stakeholders at the legislature, leveraging communications through Personalized Learning and iPads and reducing communications silos by increased collaboration with Family Engagement Staff.

#### QUESTIONS/DISCUSSION:

- A Board members commented she valued this explanation of how Communications connects thus becoming coherent, reliable and inclusive
- Another Board members stated he hoped efforts are being made to ensure there is two-way communications providing the public with opportunities to submit questions, concerns, input, etc.
- Is there any information on Board members being part of team? One area where assistance might be desired is the listening session and how Communications can help there and with the District Councils.
- On occasion, there are school level emergencies it is important to get clear messages home to the parents. How is this accomplished? Response: Through back pack messages, voice mail, e-mail and text; all are important in communicating with families

#### C. Community Partners for Higher Education Opportunities

The presentation began with a review of graduation rates 2009 to 2013. Students graduating have risen from 61% in '09 to 73% in 2013. Continuing (neither dropped out nor graduated) their education has gone from 22% down to 16% and dropouts has gone from 9% to 8%.

Graduation rates by race/ethnicity showed:

Graduated  
(2009/2013)

Continuing  
(2009/2013)

Dropped Out  
(2009/2013)

American Indian	38/51	31/30	21/16
Asian American	63/76	21/13	8/7
Hispanic	46/67	28/17	14/12
African American	53/65	25/24	11/8
Caucasian	75/83	15/10	5/5

Graduations increased for all races over the period.

College access community partnerships have provided:

- Racial equity training (recruitment strategies and services)
- Quarterly meetings
- Family connection
- Formal service and data agreements for sharing of data to drive decisions CACP come in with expectations of how support community.

College access community partnerships working with SPPS include:

<u>Partner</u>	<u>Grades Served</u>	<u>Students Served Last Yr.</u>
AVID	7-12	1,608
Breakthrough Twin Cities	7-12	207
Century College Educational Talent Search	6-12	**
Century College Upward Bound	9-12	*
Century College Scholars Program	11-12	16
College Possible	11-12	672
Get Ready!	6-12	1,931
Mentoring Excellence Program	10-12	218
Metro State Upward Bound	10-12	*
Project SUCCESS	6-12	N/A
St. Olaf College Educational Talent Search	6-12	**
St. Olaf College Upward Bound	9-12	*
U of Wisconsin River Falls Upward Bound	9-12	*
* All Upward Bound Programs		240
** All Education Talent Search Programs		773

The various programs serve 5 students in PreK-5, 18 in elementary, 217 PreK-8 programs, 384 middle school, 1,479 secondary and 2,824 high school. 96% of students participating in AVID 12-13 graduated. A chart of services offered by each program was reviewed.

#### QUESTIONS/DISCUSSION:

- The Board expressed an interest in getting updates on which programs are having the most impact on students as reporting evolves. Response: Staff indicated they are developing a process to get at this kind of data for college partners. Currently AVID provides the most reliable data.
- Other areas where it would be valuable to gather data are: graduation rates by poverty level, free and reduced and non-free and reduced, etc.
- What opportunities do higher education partners provide for making information available to students, particularly the most needy? Be sure all students get information on opportunities available. Response: There is an inherent problem with the model for college access and community partners in schools, there is incentive for college access to go for the best and brightest first. SPPS needs to find a way to align their interest in getting students to those who need the most help first then to others to allow students with the most need the greatest opportunities.
- Concern was expressed over the American Indian graduation rate; it is a very small group with concerning numbers for continuing and dropouts as well. Response:

Continuing students are still enrolled and will graduate in 5 to 6 years. They are also continuing their education through Hubbs, ABE, etc.

- Competition for student time needs to be addressed as well. Response: Work is being done in extended day and extended year and using programs to wrap around students during the summer.
- Concern was expressed about access to data with Break Through Minnesota. Board members asked how it could be made easier to work with SPPS and help/serve kids. They suggested having the programs/partners tell what they do and their expectations/criteria for what their programs are intended to accomplish.
- Information was requested on the Break Through Minnesota open house schedule.

C. Standing Item: Policy Update – None

D. Standing Item: SSSC 2.0 Update - None

E. Standing Item: PLTT Update - None

F. Work Session

1. General Counsel Search Process – Directors O’Connell, Vue and Seeba were assigned to work with administration in determining a process for the search.
2. PAC Listening Session Format – The Board requested a staff member be available at these sessions as a resource. They added consideration of a name change to the September COB works session.
3. Fund Balance Work Group - The first meeting is set for later this month and will look at other districts’ fund balance policy, how fund balance influences ratings, etc.
4. Superintendent Mid-Year Review – Information will be sent to Board members on the process
5. Review of Public Comment Process -- moved to September COB along with COB start time consideration.

### **III. ADJOURNMENT**

**MOTION:**                      **Director Doran moved the meeting adjourn; seconded by Ms. O’Connell.**

**The motion passed.**

The meeting adjourned at 5:46 p.m. p.m.

Respectfully submitted,  
Marilyn Polsfuss  
Assistant Clerk

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Acknowledgement of Good Work Provided by Outstanding District Employees

**A. PERTINENT FACTS:**

**1. Welcoming new leaders to the district:**

**Christine Osorio**, Chief Academic Officer  
**Tom Parent**, Director of Facilities  
**Jon Peterson**, Director, Office of College & Career Readiness  
**Patrick Duffy**, Director, Office of Leadership Development  
**Dan Mesick**, POSA, Office of College & Career Readiness  
**Fatima Lawson**, POSA, Office of College & Career Readiness  
**Hans Ott**, Director, Office of Teaching and Learning  
**Vicki Turner**, Assistant Director, Office of Early Learning  
**Idrissa Davis**, Deputy Chief, Technology Services  
**Rev Hillstrom**, Assistant Director, Teaching and Learning  
**Teajai Anderson Schmidt**, Assistant Director, Teaching and Learning  
**Kristen Lynch**, Assistant Director, Teaching and Learning  
**Dave Gundale**, Principal, Open World Learning Community  
**Fatima Lemtouni**, Principal, L'Etoile du Nord  
**Laura Saatzer**, Principal, Farnsworth Aerospace PreK-4 Campus  
**Kirk Morris**, Principal, Benjamin E. Mays IB World School  
**Teresa Vibar**, Principal, Ramsey Middle School  
**Be Vang**, Principal, Mississippi Creative Arts  
**Lisa Gruenewald**, Principal, John A. Johnson Elementary  
**Lynn Pham**, Principal, Highwood Hills  
**Nancy Flynn**, Principal, Highland Park Elementary  
**Tyrone Brookins**, Principal, Battle Creek Middle School  
**Theresa Neal**, Principal, Como Park Senior High  
**Dan Wolff**, Principal, Correctional School Programs/Care & Treatment Programs/Journeys  
Secondary School/RiverEast  
**Bobbie Johnson**, Assistant Principal, Hamline/Jie Ming Mandarin Immersion  
**Renee Jensen**, Assistant Principal, Nokomis Montessori  
**Stephanie Webster**, Administrative Intern, Saint Paul Music Academy  
**Doua Vang**, Administrative Intern, Hazel Park Preparatory Academy  
**Afolabi Runsewe**, Administrative Intern, Highland Park Middle  
**Jamin McKenzie**, Assistant Principal, Murray Middle School  
**Gene Ward**, Administrative Intern, Murray Middle School  
**Kara Amundson**, Assistant Principal, Creative Arts  
**Maggie Berry**, Assistant Principal, Open World Learning Community  
**Lydia Kabaka**, Assistant Principal, Washington Technology  
**Rashmi Vashisht**, Assistant Principal, Como Park Senior High  
**Amy Dutton**, Assistant Principal, Como Park Senior High  
**Eleanor Clemmons**, Assistant Principal, Gordon Parks High School  
**Chou Chang**, Assistant Principal, Harding Senior High  
**Dan Sager**, Assistant Principal, Highland Park Senior  
**Marcus Freeman**, Administrator, Ramsey Middle School  
**Deb Shipp**, Assistant Principal, Highland Park Senior

Page 2

DATE:

August 19, 2014

TOPIC:

Acknowledgement of Good Work Provided by Outstanding District Employees

**Valarie McWilliams-Jones**, Administrative Intern, Journeys Secondary School

**Rudy Ross**, Assistant Principal, Capitol Hill

**Amanda Musachio**, Assistant Principal, Bruce Vento Elementary

**Bee Lee**, Assistant Principal, Phalen Lake Hmong Studies

**Fhonda Hicks**, Administrative Intern, Bruce Vento Elementary

**Jill Knudsen**, Administrative Intern, Obama Elementary

**Toya Stewart Downey**, Assistant Director, Office of Communications, Marketing & Development

**Jim Hemmen**, Director, Nutrition Services

**Tom Burr**, Director, Transportation

**Karen Randall**, Assistant Director, Office of Personalized Learning

**Lisa Sayles-Adams**, Assistant Superintendent of Middle and K-8 Schools

2. This item is submitted by Michelle J. Walker, Chief Executive Officer

**B. RECOMMENDATION:**

The recommendation is that the Board of Education recognizes the staff acknowledged above for their contributions and outstanding work.

## **RIGHTS AND RESPONSIBILITIES STUDENT BEHAVIOR HANDBOOK**

### **BOARD UPDATE**

The Rights and Responsibilities Student Behavior Handbook Steering Committee determined there are minimal technical changes to the handbook for 2014-15. The Committee identified increased Professional Development (PD) support as a means to increase consistency in communication to all stakeholders, reporting requirements, and assigning consequences.

#### **Technical changes / revisions to the handbook include:**

- Update all the Bullying references to align with the new board policy
- Update PBIS language so it is current
- Add a contact name to the Title IX Section
- Incapacitation/Audio Alert Devices will move from a Level 3/4 Violation to Level 4/5 to include Police Notification

#### **Professional Development:**

PBIS, CAMPUS and R&R Handbook staff will collaborate to offer PD throughout the school year. PD topics will include:

- Consistency within and across schools /district regarding consequences. (Possibly have Principals, Assistant Principals, Administrative Interns share and learn from one another)
- PBIS 'Office Discipline Referral Form' roll out
- Examples/scenarios on how schools respond to specific behavior so that other schools can learn how to respond just as effectively
- Consistency with communicating key definitions and allowable consequences (i.e., office referral, suspension, dismissal, expulsion, homebound)
- Informational sessions for teachers on understanding the use of the handbook
- Data cleaning to ensure accuracy of reported violations and behaviors



**Saint Paul**  
PUBLIC SCHOOLS

STUDENT BEHAVIOR HANDBOOK:

# RIGHTS & RESPONSIBILITIES

For Students, Parents/Guardians and Staff

2014-2015



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Board of Education

Valeria S. Silva, Superintendent

**IMPORTANT NOTE:** This document is only a summary of the Student Behavior Handbook: Rights and Responsibilities. Students are responsible for knowing and following the most current and complete Student Behavior Handbook. If there are any conflicts between this summary and the complete Student Behavior Handbook the handbook controls, please access the complete handbook online: [www.spps.org/rights\\_and\\_responsibilities](http://www.spps.org/rights_and_responsibilities).

Persons with visual impairments may request a copy of this summary in an alternate format, such as large print, audio recording, etc. Contact the Office of Communications, Marketing & Development at 651-767-8110.



## Dear Saint Paul Public Schools Parents, Families and Community:

We join you in wanting to provide your student with safe and supportive learning environments within Saint Paul Public Schools. To ensure that together we meet that goal, we have created this Rights and Responsibilities Handbook to serve as a guide for students, families and school staff alike.

This summary of the handbook outlines the rights of students, as well as the school district's expectations for their behavior. We want readers to understand what is expected of them. We also want students and parents to be aware of the consequences for students who exhibit behavior that is not appropriate in school.

Most of all, we hope the information in this handbook will help enhance the learning climate in all Saint Paul Public Schools.

Mutual respect is key to the way we are expected to conduct ourselves. Parents, please understand that you are your child's first teacher and primary role model. With your support and encouragement of the expectations for your child, we are confident these guidelines will help us all maintain the respectful, supportive learning environments that all students and staff deserve.

Please review this handbook together with your child so you both know and understand the rules of acceptable behavior and what will happen if your student does not follow those rules.

If you have questions about anything in this booklet, please contact your child's teacher or principal. We want you to thoroughly understand the expectations of this book, so please review the entire handbook online at: [www.spps.org/Rights\\_and\\_Responsibilities](http://www.spps.org/Rights_and_Responsibilities).

We are committed to working in partnership with you to make Saint Paul Public Schools a place in which you and your student feel welcome and valued.

Regards,



Valeria S. Silva  
Superintendent

## SHARED RESPONSIBILITIES

### Increasing Respect, Responsibility, and Safety

Saint Paul Public Schools (SPPS) offers a safe and welcoming environment and a premier education for all students. To ensure both a positive learning environment at all district sites, as well as effective classroom management, all stakeholders have an important role.



### Students

- Believe in your unlimited possibilities for greatness
- Build and maintain positive, trusting relationships with school staff
- Plan and organize your daily routines in order to be successful throughout your day
- Strive toward accepting responsibility and learning to be accountable
- Show respect to other students, their parents/guardians, and all staff
- Tell an adult when you need assistance
- Observe and follow school rules and procedures
- Go to school every day on time, arrive at each class on time ready to learn, and give your best effort

## SHARED RESPONSIBILITIES

### Parents/Guardians

- Believe your children have unlimited possibilities for greatness and help them achieve it
- Establish a positive relationship with someone at the school – this may be a principal, teacher, social worker, counselor, or advisor
- Work with staff in a mutually respectful process focusing on the success of your child
- Seek help if you don't understand or like a decision or the reasons behind it
- Attend parent-teacher conferences, or if unable to attend, ask a family member to attend in your place
- Respect and support the learning environment and emphasize the importance of being prepared for school
- Foster your child's academic success and behavior in school by stressing the importance of following school rules and procedures
- Make sure your children arrive at school on time each day

### SPPS Staff & School Community

- Believe that all students have unlimited possibilities for greatness and help them achieve it
- Build and maintain positive, respectful relationships with students and their parents/guardians
- Communicate regularly with parents/guardians
- Create a warm, welcoming, safe and secure environment
- Develop a community and learning environment that provides for social, emotional and academic success
- Have consistently high academic and behavioral expectations for all students
- Model professional behavior in handling difficult situations and use de-escalation strategies
- Provide engaging and academically appropriate instruction, including material of cultural relevance
- Treat all students fairly and consistently when enforcing rules and procedures

## POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS): A FRAMEWORK FOR EVERY SCHOOL

Positive Behavioral Interventions and Supports (PBIS) is a way for schools to create and sustain positive, effective and culturally-inclusive environments that support academic and social success for all students. PBIS is a research-based framework that schools continually build upon and refine to meet the changing needs of their community.

School teams use the framework to design their own three-tiered system of equitable behavioral supports for all students. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns.

### Key Components

- Identify goals and desired academic and social **outcomes**
- Establish and develop school-wide **systems**
- Select and implement evidence-based **practices**
- Collect and use **data** to guide decision-making

For additional information about PBIS, click on this link:  
[www.spps.org](http://www.spps.org).



# POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS): A FRAMEWORK FOR EVERY SCHOOL

## Site Specific Positive Behavior Expectations

This matrix is an example of the behaviors that are expected at each school. Each school is encouraged to tweak the expectations so that they reflect their school community and culture.

		Arrival & Breakfast	Classroom	Hallway	Cafeteria	Playground	Bathroom	Assembly	Dismissal & Bus
Expectations	Safe	Stay in line	Maintain personal space	Walk on the right	Stay seated	Follow staff directions	Wash hands with soap	Enter & exit as directed	Stay seated on the bus
		Walk & talk	Keep hands, feet & objects to yourself	Keep hands, feet & objects to yourself	Keep hands, feet & objects to yourself	Keep hands, feet & objects to yourself	Use bathroom closest to your classroom	Keep hands, feet & objects to yourself	Keep aisle clear
									Keep food/ drinks in backpack
	Respectful	Follow staff directions	Follow staff directions	Be aware of other students	Use appropriate language	Take turns	Allow others privacy	Stay seated	Use appropriate language
		Greet others	Work cooperatively with everyone	Maintain personal space	Clean your area	Invite others to participate	Voice level 0-1	Listen to the speaker	Share your seat
		Voice level 0-2	Voice level 0-2	Voice level 0-1	Voice level 0-2	Voice level 0-3		Positively participate	Voice level 0-2
								Voice level as directed	
	Responsible	Arrive to school on time everyday	Have materials and homework ready	Take the quickest route	Only take what you will eat	Solve small problems on your own	Keep area clean	Follow staff directions	Follow driver and patrols' directions
		Take care of belongings	Know and follow classroom rules	Respect others' property	Empty tray appropriately and stack	Report big problems	Return to class promptly	Be on time	Take care of your belongings
						Line up quickly when called	Put paper towels in trash	Sit in assigned space	

# STUDENT RIGHTS AND RESPONSIBILITIES

Students who attend SPPS have various rights and opportunities. Students also have responsibilities to teachers, other staff and fellow students. Students have other rights guaranteed by the Constitution and by state and local laws. The rights and responsibilities in this summary are not all-inclusive and do not cover every situation that may arise. The section below describes student rights, opportunities and responsibilities in SPPS.

## Access to Records

### Rights/Opportunities

Students’ parents/guardians and eligible students under federal law generally have the right to view their school records according to state and federal laws.

Students have the right to privacy regarding their school records. Any disclosure of information from student records will be consistent with legal requirements and policy established by the school district.

### Responsibilities

Eligible students are responsible for following established building and district procedures regarding access to their school records.

## Attendance and Tardiness

### Rights/Opportunities

Eligible resident students have the right to a free public education according to state and federal law.

Absence or tardiness of students because of religious holidays and observances shall be recorded as excused absences or tardiness at the written request of the parent/guardian. For more detail, see Board Policy 503.00 at [www.boe.spps.org](http://www.boe.spps.org).

### Responsibilities

Students and parents/guardians are responsible for following the school’s attendance and tardiness rules and procedures.

Students and parents/guardians are responsible for notifying the school (e.g., a written note, phone call) before an absence or upon returning to school after an absence.

Students are responsible for obtaining a pass from a staff person when late for class or if there is a need to leave class.

Students and parents/guardians are responsible for notifying the school if the student must leave during the school day. For more detail, see Board Policy 503.03 at [www.boe.spps.org](http://www.boe.spps.org).

## Equal Opportunity

### Rights/Opportunities

Students have the right of equal opportunity, as allowed by law, to participate in all school activities and school education programs for which they are eligible.

### Responsibilities

Students are responsible for following the rules and procedures of the school-sponsored activity in which they participate or others participate. Students may not discourage the participation of other students.

## Fair Treatment

### Rights/Opportunities

Students have the right to due process as defined in the Minnesota Pupil Fair Dismissal Act when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.

Students have the right to be informed of all applicable classroom and school rules, expectations and procedures.

Students have the right to be treated respectfully by district employees and other students.

Students have the right to be free from unreasonable physical contact from teachers and other students. Reasonable force by staff to restrain or correct a student from injuring self, other persons, or property, however, is allowable.

### Responsibilities

Students are responsible for responding to all directives or inquiries from staff, and for following all laws, policies, rules, and expectations that apply to them.

Students are responsible for knowing and following all applicable classroom rules, expectations, and procedures.

Students are responsible for treating all persons respectfully.

Students are responsible for respecting the space and freedom of those around them.

Students are expected to treat the property of others and the district responsibly.

Students are responsible for refraining from using force or physical contact to inflict harm on another.

Students are also responsible for not engaging in conduct that threatens to injure themselves, other persons, or property.

## Free Speech and Expression

### Rights/Opportunities

Students have the right to free speech so long as such speech does not violate the rights of others.

### Responsibilities

Students are responsible for expressing opinions, publishing written materials, and distributing literature in such a manner that is not libelous, obscene, discriminatory, or sexually explicit; that does not contain references to alcohol, chemicals, tobacco, or other products that are illegal for use by minors; that does not interfere with the rights of others; that does not disrupt the atmosphere of learning in the school; and that follows school rules and procedures regarding time, place, and manner.

Permission of the school principal is required for distribution or posting of written materials.

## Learning and Academic Work

### Rights/Opportunities

Students have the right to attend school and gain an education as provided by law. Attendance at a particular school is a privilege, not a right. For more detail, see Minn. Stat. § 120A.36 at [revisor.mn.gov/statutes](http://revisor.mn.gov/statutes).

Students have the right to attend school in a safe environment that is free from disruptive behavior by others.

Students have the right to make up school work missed during any excused absence.

Students have the right to necessary home/hospital instruction as regulated by state guidelines when absent for an extended period.

### Responsibilities

Students are responsible for daily attendance, for completing class assignments on time, and for bringing appropriate materials required for class use.

Students are responsible for behaving in such a manner that supports learning for all and does not pose a potential or actual danger to themselves or others and that is not disruptive to the learning process for others.

Students are responsible for obtaining and completing make-up work assigned for periods of absence.

Students are responsible for completing work assigned as part of the home/hospital instructional process.

## Medications

### Rights/Opportunities

Students have the opportunity to receive medications and medical procedures that must be administered during the school day in order for a student to attend school.

### Responsibilities

Students are responsible for following established Board Policy regarding medications. For more detail, see Board Policy 516.00 at [www.boe.spps.org](http://www.boe.spps.org).

Students and parents/guardians are responsible for providing written notification to the school nurse when any medication must be administered to a student during the school day. All medications brought to school must be in the original labeled container.

## Non-Discrimination/Harassment-Free Environment

### Rights/Opportunities

Students have the right to a learning environment that is free from discrimination, harassment, and violence based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, or disability. For more detail, see Board Policy 102.00 and Board Policy 415.00 at [www.boe.spps.org](http://www.boe.spps.org).

Students have a right not to be retaliated against for making good faith reports of discrimination, harassment, or violence.

### Responsibilities

Students are responsible for treating other students and district employees respectfully and in a manner that does not discriminate or harass an individual based on protected class.

Students are responsible for reporting to staff (i.e., teacher or principal) incidents of discrimination, harassment, violence, or retaliation that they have experienced or of which they are aware.



## Personal Property and Privacy

### Rights/Opportunities

Students generally have a right of privacy in their persons and in their personal property on school district property and at school-sponsored or associated events.

According to Minnesota law, students have the right to utilize school-owned property (i.e., lockers, desks) for storing appropriate items of personal property with the understanding that all school-owned property is within the exclusive control of the school district and may be searched by school authorities for any reason, at any time, without permission, consent, or requirement for a search warrant. For more detail, see Minn. Stat. § 121A.72, subd. 1 at [revisor.mn.gov/statutes](http://revisor.mn.gov/statutes).

### Responsibilities

Students must not bring onto school district property or to school-sponsored or associated events any item or material that violates school district policy, school rules, or state or federal law, or that would cause, or tend to cause, a disruption or endanger the health or safety of students or other people. Items prohibited include, but are not limited to, stolen goods, weapons and look-alike weapons, and other illegal items.

When reasonable suspicion exists to believe a student possesses prohibited items or that a search will uncover evidence of a violation of a school rule or of the law, school officials may conduct a reasonable search of a student's person or property.

Students are responsible for keeping their lockers/desks in good condition and free of any items that are illegal or prohibited.

The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials. For more detail, see Minn. Stat. § 121A.72, subd. 1 at [revisor.mn.gov/statutes](http://revisor.mn.gov/statutes).

## Pledge of Allegiance

### Rights/Opportunities

Minnesota law requires all public schools to provide students the opportunity to recite the Pledge of Allegiance at least once a week (unless the School Board votes to waive this requirement).

### Responsibilities

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so, and students must respect another person's right to make that choice. For more detail, see Minn. Stat. § 121A.11, subd. 3(b) at [revisor.mn.gov/statutes](http://revisor.mn.gov/statutes).

## Student Dress

### Rights/Opportunities

Students have the right to choose their manner of dress and personal grooming unless it presents a clear danger to the student's health or safety, causes an interference with school work or creates classroom or school disorder.

### Responsibilities

Students are responsible for wearing clothes that are appropriate for school. To maintain a safe learning environment, students' dress cannot be a health and/or safety hazard, obscene, sexually explicit, or discriminatory. Clothing that displays references to alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted.

Students are responsible for abiding by the school principal's mandated minimum standards of cleanliness and neatness. Students who attend schools that have adopted a school uniform requirement must follow the school's uniform requirement. For more detail, see Board Policy 501.03 and Board Policy 501.04 at [www.boe.spps.org](http://www.boe.spps.org).

## Student Government

### Rights/Opportunities

Students have the opportunity to form and participate in student government that is open to all members of the student body being represented. The purpose of the existence of student government is to represent and to be responsive to the needs of all students.

### Responsibilities

Students are responsible, when forming a student government, for establishing purposeful governing rules. The student government is responsible for communicating with the student body, faculty, and administration, and for being aware of and complying with any school district policies affecting the student government procedures.

## Technology Usage and Safety

### Rights/Opportunities

Students have the opportunity to access a variety of district technology resources.

### Responsibilities

Students are responsible for using the district technology resources properly and following all district and school rules and procedures.

Students are responsible for respecting the privacy of other users, and not intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users without permission.

Students are responsible for maintaining the security of the district technology resources, recognizing and honoring the intellectual property rights of others.

Students are responsible for immediately disclosing inadvertent access of unacceptable materials or an unacceptable Internet site to an appropriate school district administrator.

Unacceptable use of the district technology resources, including e-mail and the Internet, may result in one or more of the following consequences: suspension or cancellation of use or access privileges, discipline under applicable district policies and procedures, or civil or criminal liability under applicable laws. For more detail, see Board Policy 520.00 at [www.boe.spps.org](http://www.boe.spps.org).



## STANDARDS OF STUDENT BEHAVIOR

A safe and positive learning environment is essential. Knowing and complying with the rules and procedures will support students in making positive choices. When students are disruptive or act inappropriately, they must accept the consequences. When students do not follow the rules, school staff members are expected to respond appropriately and consistently. School administrators will inform the parents/guardians of any student whose behavior is in serious conflict with established rules and procedures. Students and their parent/guardian are responsible for working collaboratively with school staff to support the rules and procedures outlined in the Student Behavior Handbook.

## INTERVENTIONS, RESPONSES, AND LEVELS OF VIOLATIONS

This section of the summary divides inappropriate and disruptive behaviors into five levels of violations with examples of support interventions and responses. Interventions may involve support staff, both school-based and within the broader community. The school's Student Assistance Teams (SAT) aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions leading to the student's inappropriate or disruptive behavior. These guidelines describe the various administrative actions that may be taken for violations of the school district's rules, policies, procedures, and the law.

Interventions and responses shall be enforced within the general guidelines outlined in the Violations Levels 1-5 and the Violations Matrix. A Level 1 violation is the least severe, and a Level 5 violation is the most severe. The format of this section begins with the MINIMUM disciplinary responses and potential interventions for each violation. The MAXIMUM administrative actions are expulsion and exclusion. For each violation on the charts below, the first (•) is the minimum disciplinary action. The presence of a dot (•) in a given cell in the matrix does not imply or require that an administrator will use a "step-by-step" progression of increasing severity in dealing with a violation. However, there shall be a logical relationship between the severity and frequency of the offense and the age of the offender and the administrative action.

Unless otherwise noted, these policies apply to student behavior occurring on any property owned or controlled by SPPS or occurring in connection with any activity sponsored by or associated with SPPS. The following represent the majority of violations that occur.

## LEVEL 1

Level 1 intervention will generally be addressed by school staff members when a student has minimal or no prior violations. The staff's response teaches correct, alternative behavior so students can learn and demonstrate safe and respectful behavior. Staff are expected to use a variety of teaching and management strategies.

LEVEL 1 Examples of Interventions and Responses	VIOLATIONS Refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .	LEVELS					Police Notification
		1	2	3	4	5	
<p>Support interventions aim to correct and teach alternative behavior so students can learn and demonstrate safe and respectful behavior. School staff members are expected to use a variety of methods and classroom management strategies that may include:</p> <ul style="list-style-type: none"> <li>Reminders and redirection</li> <li>Verbal correction</li> <li>Role play</li> <li>Written reflection/apology</li> <li>Seat change</li> <li>Teacher/student conference</li> <li>Daily progress sheet on behavior</li> <li>In class time-out</li> <li>Restitution</li> <li>Removal from class to another supervised classroom (short-term)</li> <li>Change in schedule</li> <li>Loss of privileges</li> <li>Detention</li> <li>Student contract</li> </ul> <p>Appropriate staff interventions may involve the parent/guardian and other members of the school community. Interventions may include:</p> <ul style="list-style-type: none"> <li>Parent/guardian notification</li> <li>Parent/guardian conference</li> <li>Parent/guardian accompanying student to school or class</li> <li>In-school community service</li> <li>Conflict resolution</li> <li>Mentoring program participation</li> <li>Contract between teacher, student, and parent/guardian</li> <li>Peer mediation</li> <li>Referral</li> <li>Reprimand by appropriate administrator</li> </ul> <p><b>Note: A severe occurrence or repeated instances of a violation may be treated as a violation at a higher level.</b></p>	<b>Absence, Tardiness</b> Arriving late to school or to class.	•	•				
	<b>Absence, Unexcused</b> Unauthorized absence from school or class.	•	•				
	<b>Cheating or Plagiarizing</b> Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas or writings of another person.	•	•	•			
	<b>Defiance of Authority</b> Willful refusal to follow directions given by a staff member.	•	•	•			
	<b>Disruptive Behavior</b> Situations and/or actions that staff members believe interfere with, or have the potential to interfere with, effective learning and/or operations of the school.	•	•	•			
	<b>Language, Inappropriate</b> Swearing or using words in a disrespectful way.	•					
	<b>Physical Contact (No Bodily Harm)</b> Students engage in non-serious but inappropriate physical contact, such as pushing and intimidation.	•	•	•			
	<b>Student Dress</b> Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district.	•	•				
	<b>Teasing and Name Calling</b> A single occurrence of teasing or name calling with or without the intent to injure, degrade, disgrace, or intimidate other individuals.	•					
	<b>Technology Misuse/Violation</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .	•					
	<b>Theft, Minor</b> Unauthorized taking or possession of the property of another, including but not limited to school supplies, food, etc.	•	•				
	<b>Unauthorized Use of School Property</b> The unauthorized or illegal use of school property for non-school sponsored activities.	•	•	•			



## LEVEL 2

Level 2 violations will generally result in interventions or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

LEVEL 2 Examples of Interventions and Responses	VIOLATIONS Refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions may involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference</li> <li>• Student court (if applicable)</li> <li>• Restorative justice strategies</li> <li>• School community service</li> <li>• Referral to Student Assistance Team (SAT)</li> <li>• Monetary restitution</li> <li>• Consecutive-day removal (up to five) to another supervised classroom during a designated subject/class</li> <li>• In-school suspension</li> <li>• Student conference</li> <li>• Detention</li> <li>• Saturday school</li> <li>• Utilization of lower-level consequences in addition to the above</li> </ul> <p><b>Note: A severe occurrence or repeated instances of any previous violation may be treated as a violation at a higher level.</b></p>	<b>Absence, Chronic Truancy</b> Continued unauthorized absences.		•	•			
	<b>Bullying</b> Unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time.		•	•	•		
	<b>Bullying Using Technology (Cyberbullying)</b> This type of bullying takes place online or through technology and may take place in a variety of ways, including but not limited to verbal bullying or social bullying.		•	•	•		
	<b>Damage to Property of Others</b> Willful damage to the property of staff members or others.		•	•	•		
	<b>Damage to School Property</b> Willfully cutting, defacing, or otherwise damaging in any way any property belonging to or used by the school district.		•	•	•		
	<b>Discrimination <sup>1</sup></b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .		•	•	•		
	<b>Disruptive Behavior to and from School</b> Behavior that endangers or harasses students on their way to and from school, or at the bus stop, or diverts the bus driver's attention from driving.		•				
	<b>Gambling</b> Playing of a game of chance for stakes.		•	•			
	<b>Gang Activity</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .		•	•	•	•	
	<b>Harassment, Based on Protected Status <sup>1</sup></b> Harassment includes physical or verbal conduct or communication, directed at an individual, that is based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, or disability; and has the purpose or effect of creating an environment that is intimidating, hostile, or offensive with respect to that individual; or otherwise adversely affects the individual's employment, educational opportunities, or access to a benefit from the school district.		•	•	•		

LEVEL 2 (continued) Examples of Interventions and Responses	VIOLATIONS Refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions may involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference</li> <li>• Student court (if applicable)</li> <li>• Restorative justice strategies</li> <li>• School community service</li> <li>• Referral to Student Assistance Team (SAT)</li> <li>• Monetary restitution</li> <li>• Consecutive-day removal (up to five) to another supervised classroom during a designated subject/class</li> <li>• In-school suspension</li> <li>• Student conference</li> <li>• Detention</li> <li>• Saturday school</li> <li>• Utilization of lower-level consequences in addition to the above</li> </ul> <p><b>Note: A severe occurrence or repeated instances of any previous violation may be treated as a violation at a higher level.</b></p>	<b>Interference/Obstruction</b> Any action taken to attempt to prevent a staff member from exercising his/her lawfully assigned duties, including an administrative investigation.		•	•			
	<b>Language, Abusive</b> Student delivers verbal messages that include offensive or threatening language.		•	•	•		
	<b>Leaving School Grounds</b> Leaving school grounds during school hours without proper clearance.		•				
	<b>Medication Policy Violation</b> Students using or distributing prescription or non-prescription medication in an unauthorized manner. See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .		•				
	<b>Parking Violation</b> Parking in an unauthorized area on school property.		•				
	<b>Racial or Religious Harassment <sup>1</sup></b> Racial or religious harassment consists of physical or verbal conduct or communication relating to an individual's race or religion.		•	•	•		
	<b>Record and Identification Falsification</b> Falsifying or altering signature or data, refusing to give proper identification, or giving false identification to staff.		•	•			
	<b>Sexual Behavior</b> Engaging in sexual behavior including, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation.		•	•	•		
	<b>Sexual Harassment <sup>1</sup></b> Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other physical or verbal conduct or communication of a sexual nature.		•	•	•		
	<b>Technology - Unauthorized or Inappropriate Use of District Technology Resources</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .		•	•	•		
	<b>Threats <sup>2</sup></b> Any oral, written, or physical threat, sign, or act that conveys intent to cause harm or violence, even if made in jest. This includes threats related to race, religion, or sexual violence.		•	•	•		
	<b>Tobacco and Other Tobacco Related Devices, Possession/Use</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .		•	•			

## LEVEL 3

Level 3 violations *may* result in a dismissal from school for part of a day or an entire school day.

LEVEL 3 Examples of Interventions and Responses	VIOLATIONS Refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions may involve the temporary, short-term removal of a student from the school environment because of the severity of the behavior. The duration of the dismissal (or removal), if issued, is to be limited as much as is practicable while adequately addressing the behavior.</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference</li> <li>• Dismissal (up to one complete school day)</li> <li>• Referral to Local Pupil Problems Committee</li> <li>• Utilization of lower-level consequences in addition to the above</li> </ul> <p><b>Note: A severe occurrence or repeated instances of any previous violation may be treated as a violation at a higher level.</b></p>	<b>Fighting</b> Mutual participation in which both parties have contributed to the situation by verbal and/or physical action.			•	•		
	<b>Physical Aggression (Bodily Harm)</b> An intentional act by a student resulting in bodily harm.			•	•		
	<b>Physical Aggression to Staff</b> An intentional act by a student resulting in unwelcome physical contact with a staff person.			•	•		
	<b>Pyrotechnic Devices, Possession and/or Detonation</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .			•	•		
	<b>Theft, Major</b> Unauthorized taking/possession of the property of another including but not limited to jackets, expensive electronics, etc.			•	•		
	<b>Trespassing, Including During Periods of Dismissal or Suspension</b> Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises.			•	•		

## LEVEL 4

Level 4 violations will result in the suspension of a student and possible notification of the police. A suspension is a removal from school for more than one day.

LEVEL 4 Examples of Interventions and Responses	VIOLATIONS Refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions may involve the temporary, short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as is practicable while adequately addressing the behavior.</p>	<b>Alcohol, Possession/Use/Under the Influence</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .				•		•
	<b>Arson</b> The intentional destruction or damage to property by means of fire or explosives (see Glossary).				•		•
	<b>Assault</b> Intentionally inflicting bodily harm upon a person without the person's consent.				•		•
	<b>Criminal Act</b> Committing an act, on school property or in the course of a school-sponsored or school-associated activity that would be a crime if committed by an adult.				•		

LEVEL 4 Examples of Interventions and Responses	<b>VIOLATIONS</b> Refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions may involve the temporary, short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as is practicable while adequately addressing the behavior.</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference</li> <li>• Short-term suspension, in excess of one complete school day</li> <li>• Administrative transfer</li> <li>• Interim alternative educational placement</li> <li>• Referral to Local Pupil Problems Committee</li> <li>• Utilization of lower-level consequences in addition to the above</li> </ul> <p><b>Note: Incidents at this level may be referred for expulsion depending on the circumstances.</b></p>	<b>Criminal Act Against a Staff Member</b> Committing an act against an SPPS staff member, that would be a crime if committed by an adult.				•	•	•
	<b>Criminal Sexual Conduct</b> Sexual conduct amounting to a violation includes criminal “sexual contact” or any other sexual act that would be a criminal act if committed by an adult.				•	•	•
	<b>Disorderly Conduct</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .				•		
	<b>Drugs or Controlled Substances, Possession/Use/Soliciting/Selling</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .				•	•	•
	<b>Fires and False Fire Alarms</b> Tampering or interference with any fire alarm system or failure to exercise caution, resulting in a fire.				•		
	<b>Hazing</b> <sup>1, 2</sup> Committing an act against a student, or coercing a student into committing an act, which creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.				•		
	<b>Incapacitation or Audio Alert Device, Possession</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .				•	•	•
	<b>Physical Aggression (Substantial Bodily Harm)</b> An intentional act by a student resulting in substantial bodily harm.				•		
	<b>Possession/Use, Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .				•		
	<b>Racial or Religious Violence</b> <sup>1, 2</sup> Racial or religious violence is a physical act of aggression or assault or the threat of aggression or assault upon another because of, or in a manner reasonably related to race or religion.				•		•
	<b>Reckless or Careless Driving</b> Driving on school property in such a manner as to endanger persons or property.				•		•

LEVEL 4 Examples of Interventions and Responses	VIOLATIONS Refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions may involve the temporary, short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as is practicable while adequately addressing the behavior.</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference</li> <li>• Short-term suspension, in excess of one complete school day</li> <li>• Administrative transfer</li> <li>• Interim alternative educational placement</li> <li>• Referral to Local Pupil Problems Committee</li> <li>• Utilization of lower-level consequences in addition to the above</li> </ul> <p><b>Note: Incidents at this level may be referred for expulsion depending on the circumstances.</b></p>	<b>Robbery/Extortion</b> Obtaining property from another by force or a threat of force.				•		•
	<b>Sexual Violence</b> <sup>1, 2</sup> A physical act of aggression or force or the threat of aggression or force that involves touching another person's intimate parts, or forcing a person to touch any person's intimate parts. See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .				•		•
	<b>Threats, Terroristic</b> <sup>1, 2</sup> Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly, or vehicle. See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .				•		•

## LEVEL 5

Level 5 violations require the principal to notify the police and make a referral for an expulsion to the Superintendent or designee. See the full definitions of expulsion, zero tolerance and statutes that apply to the violations online at [www.spps.org/rights\\_and\\_responsibilities](http://www.spps.org/rights_and_responsibilities).

LEVEL 5 Examples of Interventions and Responses	VIOLATIONS Refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions involve the removal of the student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference</li> <li>• Administrative transfer</li> <li>• Interim alternative educational placement</li> </ul>	<b>Arson</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .					•	•
	<b>Assault, Aggravated</b> The intentional infliction of substantial bodily harm or great bodily harm upon another, or committing an act with a firearm, dangerous weapon, or other weapon with intent to cause fear in another of immediate bodily harm or death.					•	•
	<b>Firearm</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .					•	•
	<b>Possession/Use of a Dangerous Weapon Other Than a Firearm</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .					•	•

LEVEL 5 Examples of Interventions and Responses	VIOLATIONS Refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .	LEVELS					Police Notification
		1	2	3	4	5	
<ul style="list-style-type: none"> <li>Referral to Local Pupil Problems Committee</li> <li>Expulsion or exclusion (an act of the Board of Education)</li> <li>Utilization of lower-level consequences in addition to the above</li> </ul>	<b>Possession/Use of Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, with use or intent to use</b> See the full definition online at <a href="http://www.spps.org/rights_and_responsibilities">www.spps.org/rights_and_responsibilities</a> .					•	•

<sup>1</sup> For more information regarding student human rights, please contact the Ombudsperson at 651-767-8394. The Ombudsperson is located at 360 Colborne Street, Saint Paul, MN 55102

<sup>2</sup> The Local Pupil Problems Committee may be convened to evaluate the credibility and level of any threat or threatening behavior.

## SCHOOL INTERVENTIONS AND RESPONSES - COMMON TERMS

**Administrative Placement** - A change of placement of a student made for non-disciplinary reasons.

**Administrative Transfer** - The transfer of a student from one school to another usually as an intervention resulting from serious or repeated violations of this handbook.

**Contract** - A written behavior agreement signed by the student, teacher or administrator, and/or parent/guardian.

**Detention** - The requirement that a student remains in school or attend school outside of normal class time or school hours.

**Dismissal (or removal from school)** - An action taken by school administration requiring a student to leave school for up to one full school day.

**Educational Intervention Program (EIP)** - An alternative to suspension from school. Students who are subject to suspension may be assigned to the EIP that is located at a site away from the home school. Not available at all sites.

**Exclusion** - An action taken by the Board of Education to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the current school year.

**Expulsion** - The legal act taken by the Board of Education to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.

**In-School Community Service** - An action taken by school administration where a student is required to do voluntary work in order to give back to the community.

**In-School Suspension** - An action taken by school administration to prohibit a student from attending classes for a period of time while remaining under the supervision of school staff during the school day.

**Loss of Privilege** - An action taken by school administration to prevent a student from participating in an activity or the loss of privilege as a consequence of a violation.

**Mediation** - Students who are in conflict with one another may be asked to participate in a mediation session led by a mediator to resolve the issues causing the conflict.

**Minnesota Pupil Fair Dismissal Act** - The Pupil Fair Dismissal Act is a state law that protects all students, with or without disabilities in suspension, expulsion, and exclusion proceedings.

**Parent/Guardian Conference/Notification** - Administrative discussion or communication with a parent or guardian to address student academic or behavioral issues.

**Pupil Problems Committee (PPC)** - For serious behavior concerns, this committee meets to problem-solve interventions and next steps.

**Removal from Class** - An action taken by a teacher, principal or other school district employees to prohibit a student from attending class for a period of time not to exceed five class or activity periods.

**Reprimand by Appropriate Administrator** - A formal conference with the School Administrator.



**Student Assistance Team (SAT)** - A general education initiative that provides support for teachers in meeting the unique learning and behavioral challenges of their students. The goal of the SAT is to assist those students needing differentiated instruction, behavioral supports, or other interventions to assure their success in the general education setting. SAT is also referred to as Teacher Assistance Team (TAT), Learner Supports Team (LST), Problem Solving Team (PST), or Student/Teacher Assistance Team (STAT).

**Student Conference** - Administrative discussion or communication with student to address student academic or behavioral issues.

**Suspension** - An action taken by the school administration to prohibit a student from attending school for a period of no more than 10 school days. An additional five days may be added if exclusion or expulsion is being considered, or if the student's presence will create an immediate and substantial danger.

**Tardiness** - Arriving late to school or to class.

**Violation** - Doing something prohibited by policy, law, or code of behavior.

**Warning** - An oral or written communication to stop a behavior that interferes with the learning environment or is unsafe.

*NOTE: The full Glossary can be accessed at: [www.spps.org/rights\\_and\\_responsibilities](http://www.spps.org/rights_and_responsibilities)*



**Saint Paul Public Schools Mission Statement**  
To provide a premier education for all

**Saint Paul Public Schools Vision Statement**

- Imagine every student inspired, challenged, and cared for by exceptional educators
- Imagine your parent/guardian welcomed, respected and valued by exceptional schools
- Imagine our community united, strengthened, and prepared for an exceptional future

## RESOURCES AND ASSISTANCE TO RESOLVE ISSUES

### Equal Opportunity/ Non-Discrimination Policy

SPPS does not discriminate on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status or disability. Inquiries regarding our non-discrimination policies should be directed to 360 Colborne Street, Saint Paul, MN 55102 or call 651-767-8145.

To report discrimination, harassment or other violations:

- Of employees - contact Human Resources at 651-767-8200
- Of students - first contact the principal of the school/program and call Michelle Walker at 651-767-8145 to report discrimination, including Title IX (sex discrimination) violations or violations of student human rights.

### Students with Disabilities

#### Saint Paul Public School Resources

- Special Education Department 651-767-8321
- 504 Coordinator 651-767-8380

#### Non-Saint Paul Public School Resources

- MDE (MN Department of Education): 651-582-5200
- PACER (Parent Advocacy Coalition for Education Rights): 952-838-9000

### School Ombudsperson

The SPPS ombudsperson helps students, parents, and community members resolve school issues if they are unable to reach satisfaction by working with school administrators and staff members. The ombudsperson can help with:

- Negotiating a solution with a teacher or administrator
- Communicating more effectively with a teacher or administrator
- Understanding a school policy, regulation, or procedure
- Connecting the person with the appropriate school district staff member or office
- Gathering general information about the school district.

Contact the Ombudsperson by calling 651-767-8394 or online at [www.spps.org/ombudsperson](http://www.spps.org/ombudsperson).



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Board of Education  
Valeria S. Silva, Superintendent





## Dear Saint Paul Public Schools Parents, Families and Community:

We join you in wanting to provide your student with safe and supportive learning environments within Saint Paul Public Schools. To ensure that together we meet that goal, we have created this Rights and Responsibilities Handbook to serve as a guide for students, families and school staff alike.

This summary of the handbook outlines the rights of students, as well as the school district's expectations for their behavior. We want readers to understand what is expected of them. We also want students and parents to be aware of the consequences for students who exhibit behavior that is not appropriate in school.

Most of all, we hope the information in this handbook will help enhance the learning climate in all Saint Paul Public Schools.

Mutual respect is key to the way we are expected to conduct ourselves. Parents, please understand that you are your child's first teacher and primary role model. With your support and encouragement of the expectations for your child, we are confident these guidelines will help us all maintain the respectful, supportive learning environments that all students and staff deserve.

Please review this handbook together with your child so you both know and understand the rules of acceptable behavior and what will happen if your student does not follow those rules.

If you have questions about anything in this booklet, please contact your child's teacher or principal. We want you to thoroughly understand the expectations of this book, so please review the entire handbook online at: [www.spps.org/Rights\\_and\\_Responsibilities](http://www.spps.org/Rights_and_Responsibilities).

We are committed to working in partnership with you to make Saint Paul Public Schools a place in which you and your student feel welcome and valued.

Regards,

Valeria S. Silva  
Superintendent

Persons with visual impairments may request a copy of this booklet in an alternate format, such as large print, audio recording, etc., contact the Office of Communications, Marketing & Development at 651-767-8110. This publication is available online at [www.spps.org](http://www.spps.org).

## Shared Responsibilities — Increasing Respect, Responsibility, and Safety

Saint Paul Public Schools (SPPS) offers a safe and welcoming environment and a premier education for all students. To ensure both a positive learning environment at all district sites as well as effective classroom management, all stakeholders have an important role.

### Students

- Believe in your unlimited possibilities for greatness
- Build and maintain positive, trusting relationships with school staff
- Plan and organize your daily routines in order to be successful throughout your day
- Strive toward accepting responsibility and learning to be accountable
- Show respect to other students, their parents/guardians, and all staff
- Tell an adult when you need assistance
- Observe and follow school rules and procedures
- Go to school every day on time, arrive at each class on time ready to learn, and give your best effort

### Parents/Guardians

- Believe your children have unlimited possibilities for greatness and help them achieve it
- Establish a positive relationship with someone at the school – this may be a principal, teacher, social worker, counselor, or advisor
- Work with staff in a mutually respectful process focusing on the success of your child
- Seek help if you don't understand or like a decision or the reasons behind it
- Attend parent-teacher conferences, or if unable to attend, ask a family member to attend in your place
- Respect and support the learning environment and emphasize the importance of being prepared for school
- Foster your child's academic success and behavior in school by stressing the importance of following school rules and procedures
- Make sure your children arrive to school on time each day

### SPPS Staff and School Community

- Believe that all students have unlimited possibilities for greatness and help them achieve it
- Build and maintain positive, respectful relationships with students and their parents/guardians
- Communicate regularly with parents/guardians
- Create a warm, welcoming, safe and secure environment
- Develop a community and learning environment that provides for social, emotional and academic success
- Have consistently high academic and behavioral expectations for all students
- Model professional behavior in handling difficult situations and use de-escalation strategies
- Provide engaging and academically appropriate instruction, including material of cultural relevance
- Treat all students fairly and consistently when enforcing rules and procedures

## Positive Behavioral Interventions and Supports (PBIS): A Framework for Every School

Positive Behavioral Interventions and Supports (PBIS) is a way for schools to create and sustain positive, effective and culturally-inclusive environments that support academic and social success for all students. PBIS is a research-based framework that schools continually build upon and refine to meet the changing needs of their community.

School teams use the framework to design their own three-tiered system of equitable behavioral supports for all students. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns.

### Key Components

- Identify goals and desired academic and social outcomes
- Establish and develop school-wide systems
- Select and implement evidence-based practices
- Collect and use data to guide decision-making

For additional information about PBIS, click on this link: [www.spps.org](http://www.spps.org).

### Site Specific Positive Behavior Expectations

This matrix is an example of the behaviors that are expected at each school. Each school is encouraged to tweak the expectations so that they reflect their school community and culture.

		Arrival & Breakfast	Classroom	Hallway	Cafeteria	Playground	Bathroom	Assembly	Dismissal & Bus
Expectations	Safe	Stay in line	Maintain personal space	Walk on the right	Stay seated	Follow staff directions	Wash hands with soap	Enter & exit as directed	Stay seated on the bus
		Walk & talk	Keep hands, feet & objects to yourself	Keep hands, feet & objects to yourself	Keep hands, feet & objects to yourself	Keep hands, feet & objects to yourself	Use bathroom closest to your classroom	Keep hands, feet & objects to yourself	Keep aisle clear
									Keep food/drinks in backpack
	Respectful	Follow staff directions	Follow staff directions	Be aware of other students	Use appropriate language	Take turns	Allow others privacy	Stay seated	Use appropriate language
		Greet others	Work cooperatively with everyone	Maintain personal space	Clean your area	Invite others to participate	Voice level 0-1	Listen to the speaker	Share your seat
		Voice level 0-2	Voice level 0-2	Voice level 0-1	Voice level 0-2	Voice level 0-3		Positively participate	Voice level 0-2
								Voice level as directed	
	Responsible	Arrive to school on time everyday	Have materials and homework ready	Take the quickest route	Only take what you will eat	Solve small problems on your own	Keep area clean	Follow staff directions	Follow driver and patrols' directions
		Take care of belongings	Know and follow classroom rules	Respect others' property	Empty tray appropriately and stack	Report big problems	Return to class promptly	Be on time	Take care of your belongings
						Line up quickly when called	Put paper towels in trash	Sit in assigned space	

# Student Behavior Handbook: Rights and Responsibilities for Elementary and Secondary Students

## Foreword

This handbook is a guide to student behavior. The SPPS Board of Education creates and adopts **policies** to guide the actions of everyone in the district. The Superintendent develops **procedures** to show how these policies will be implemented in SPPS, and principals and program administrators can then add further **rules** necessary for their students, staff and community. Teachers and other staff then work with students to set and follow the **expectations** for how they will work together in each classroom. Adult staff members are held to high standards of behavior and are subject to all applicable laws, Board of Education policies, and Human Resources' rules and practices.

The rules and regulations regarding student behavior and discipline in this handbook fulfill the Board of Education's policies as stated in SPPS Board Policies [506.00](#), [506.02](#) and [506.03](#). [Minn. Stat. § 121A.55\(a\)](#).

This handbook applies to incidents and situations that occur on any property owned or controlled by SPPS or occurring in connection with any activity sponsored by or associated with SPPS. This handbook may also apply to incidents involving SPPS students if an unapproved connection or association to SPPS or its staff is explicitly or implicitly stated or inferred (for example, hazing).

## Student Rights and Responsibilities

Students who attend Saint Paul Public Schools have various rights and opportunities. Students also have responsibilities to teachers, other staff and fellow students. Students have other rights guaranteed by the Constitution and by state and local laws. The rights and responsibilities in this handbook are not all inclusive and do not cover every situation that may arise. The table below describes student rights, opportunities, and responsibilities in Saint Paul Public Schools.

Access to Records	
Rights/Opportunities	Responsibilities
Students' parents/guardians and eligible students under federal law generally have the right to view their school records according to state and federal laws.  Students have the right to privacy regarding their school records. Any disclosure of information from student records will be consistent with legal requirements and policy established by the school district.	Eligible students are responsible for following established building and district procedures regarding access to their school records.
Attendance and Tardiness	
Rights/Opportunities	Responsibilities
Eligible resident students have the right to a free public education according to state and federal law.  Absence or tardiness of students because of religious holidays and observances shall be recorded as excused absences or tardiness at the written request of the parent/guardian. For more detail, click this link: <a href="#">Board Policy 503.00</a>	Students and parents/guardians are responsible for following the school's attendance and tardiness rules and procedures.  Students and parents/guardians are responsible for notifying the school (e.g., a written note, phone call) before an absence or upon returning to school after an absence.  Students are responsible for obtaining a pass from a staff person when late for class or if there is a need to leave class.  Students and parents/guardians are responsible for notifying the school if the student must leave during the school day. For more detail, click this link: <a href="#">Board Policy 503.03</a> .
Equal Opportunity	
Rights/Opportunities	Responsibilities
Students have the right of equal opportunity, as allowed by law, to participate in all school activities and school education programs for which they are eligible.	Students are responsible for following the rules and procedures of the school-sponsored activity in which they participate or others participate. Students may not discourage the participation of other students.

Fair Treatment	
Rights/Opportunities	Responsibilities
<p>Students have the right to due process as defined in the <a href="#">Minnesota Pupil Fair Dismissal Act</a> when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.</p> <p>Students have the right to be informed of all applicable classroom and school rules, expectations and procedures.</p> <p>Students have the right to be treated respectfully by district employees and other students.</p> <p>Students have the right to be free from unreasonable physical contact from teachers and other students. Reasonable force by staff to restrain or correct a student from injuring self, other persons, or property, however, is allowable.</p>	<p>Students are responsible for responding to all directives or inquiries from staff, and for following all laws, policies, rules, and expectations that apply to them.</p> <p>Students are responsible for knowing and following all applicable classroom rules, expectations, and procedures.</p> <p>Students are responsible for treating all persons respectfully.</p> <p>Students are responsible for respecting the space and freedom of those around them.</p> <p>Students are expected to treat the property of others and the district responsibly.</p> <p>Students are responsible for refraining from using force or physical contact to inflict harm on another.</p> <p>Students are also responsible for not engaging in conduct that threatens to injure themselves, other persons, or property.</p>
Free Speech and Expression	
Rights/Opportunities	Responsibilities
<p>Students have the right to free speech so long as such speech does not violate the rights of others.</p>	<p>Students are responsible for expressing opinions, publishing written materials, and distributing literature in such a manner that is not libelous, obscene, discriminatory, or sexually explicit; that does not contain references to alcohol, chemicals, tobacco or other products that are illegal for use by minors; and that does not interfere with the rights of others; or that does not disrupt the atmosphere of learning in the school; and that follows school rules and procedures regarding time, place and manner.</p> <p>Permission of the school principal is required for distribution or posting of written materials.</p>
Learning and Academic Work	
Rights/Opportunities	Responsibilities
<p>Students have the right to attend school and gain an education as provided by law. Attendance at a particular school is a privilege, not a right. <a href="#">Minn. Stat. § 120A.36</a></p> <p>Students have the right to attend school in a safe environment that is free from disruptive behavior by others.</p> <p>Students have the right to make up school-work missed during any excused absence.</p> <p>Students have the right to necessary home/hospital instruction as regulated by state guidelines when absent for an extended period.</p>	<p>Students are responsible for daily attendance, for completing class assignments on time, and for bringing appropriate materials required for class use.</p> <p>Students are responsible for behaving in such a manner that supports learning for all and does not pose a potential or actual danger to themselves or others and that is not disruptive to the learning process for others.</p> <p>Students are responsible for obtaining and completing make-up work assigned for periods of absence.</p> <p>Students are responsible for completing work assigned as part of the home/hospital instructional process.</p>
Medications	
Rights/Opportunities	Responsibilities
<p>Students have the opportunity to receive medications and medical procedures that must be administered during the school day in order for a student to attend school.</p>	<p>Students are responsible for following established Board Policy regarding medications. For more detail, click this link: <a href="#">Board Policy 516.00</a></p> <p>Students and parents/guardians are responsible for providing written notification to the school nurse when any medication must be administered to a student during the school day. All medications brought to school must be in the original labeled container.</p>

Non-Discrimination/Harassment-Free Environment	
Rights/Opportunities	Responsibilities
<p>Students have the right to a learning environment that is free from discrimination, harassment, and violence based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, or disability. For more detail, click these links: <a href="#">Board Policy 102.00</a> and <a href="#">Board Policy 415.00</a>.</p> <p>Students have a right not to be retaliated against for making good faith reports of discrimination, harassment, or violence.</p>	<p>Students are responsible for treating other students and district employees respectfully and in a manner that does not discriminate or harass an individual based on protected class.</p> <p>Students are responsible for reporting to staff (i.e., teacher or principal) incidents of discrimination, harassment, violence, or retaliation that they have experienced or of which they are aware.</p>
Personal Property and Privacy	
Rights/Opportunities	Responsibilities
<p>Students generally have a right of privacy in their persons and in their personal property on school district property and at school-sponsored or associated events.</p> <p>According to Minnesota law, students have the right to utilize school-owned property (i.e., lockers, desks) for storing appropriate items of personal property with the understanding that all school-owned property is within the exclusive control of the school district and may be searched by school authorities for any reason, at any time, without permission, consent, or requirement for a search warrant. For more detail, click this link: <a href="#">Minn. Stat. § 121A.72, subd. 1</a>.</p>	<p>Students must not bring onto school district property or to school-sponsored or associated events any item or material that violates school district policy, school rules, or state or federal law, or that would cause, or tend to cause, a disruption or endanger the health or safety of students or other people. Items prohibited include, but are not limited to, stolen goods, weapons and look-alike weapons, and other illegal items.</p> <p>When reasonable suspicion exists to believe a student possesses prohibited items or that a search will uncover evidence of a violation of a school rule or of the law, school officials may conduct a reasonable search of a student's person or property.</p> <p>Students are responsible for keeping their lockers/desks in good condition and free of any items that are illegal or prohibited.</p> <p>The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials. For more detail, click this link: <a href="#">Minn. Stat. § 121A.72, subd. 1</a>.</p>
Pledge of Allegiance	
Rights/Opportunities	Responsibilities
<p>Minnesota law requires all public schools to provide students the opportunity to recite the Pledge of Allegiance at least once a week (unless the School Board votes to waive this requirement).</p>	<p>Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so, and students must respect another person's right to make that choice. For more detail, click this link: <a href="#">Minn. Stat. § 121A.11, subd. 3(b)</a>.</p>
Student Dress	
Rights/Opportunities	Responsibilities
<p>Students have the right to choose their manner of dress and personal grooming unless it presents a clear danger to the student's health or safety, causes an interference with work or creates classroom or school disorder.</p>	<p>Students are responsible for wearing clothes that are appropriate for school. To maintain a safe learning environment, students' dress cannot be a health and/or safety hazard, obscene, sexually explicit, or discriminatory. Clothing that displays references to alcohol, chemicals, tobacco, or other products that are illegal for use by minors is not permitted.</p> <p>Students are responsible for abiding by the school principal's mandated minimum standards of cleanliness and neatness. Students who attend schools that have adopted a school uniform requirement must follow the school's uniform requirement. For more detail, click these links: <a href="#">Board Policy 501.03</a> and <a href="#">Board Policy 501.04</a>.</p>

Student Government	
Rights/Opportunities	Responsibilities
Students have the opportunity to form and participate in student government that is open to all members of the student body being represented. The purpose of the existence of student government is to represent and to be responsive to the needs of all students.	Students are responsible, when forming a student government, for establishing purposeful governing rules. The student government is responsible for communicating with the student body, faculty, and administration and being aware of and complying with any school district policies affecting the student government procedures.
Technology Usage and Safety	
Rights/Opportunities	Responsibilities
Students have the opportunity to access a variety of district technology resources.	<p>Students are responsible for using the district technology resources properly and following all district and school rules and procedures.</p> <p>Students are responsible for respecting the privacy of other users, and not intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users without permission.</p> <p>Students are responsible for maintaining the security of the district technology resources, recognizing and honoring the intellectual property rights of others.</p> <p>Students are responsible for immediately disclosing inadvertent access of unacceptable materials or an unacceptable internet site to an appropriate school district administrator.</p> <p>Unacceptable use of the district technology resources, including e-mail and the internet, may result in one or more of the following consequences: suspension or cancellation of use or access privileges, discipline under applicable district policies and procedures, or civil or criminal liability under applicable laws. For more detail, click this link: <a href="#">Board Policy 520.00</a>.</p>

## Standards of Student Behavior

A safe and positive learning environment is essential. Knowing and complying with the rules and procedures will support students in making positive choices. When students are disruptive or act inappropriately, they must accept the consequences. When students do not follow the rules, school staff members are expected to respond appropriately and consistently. School administrators will inform the parent/guardian of any student whose behavior is in serious conflict with established rules and procedures. Students and their parents/guardians are responsible for working collaboratively with school staff to support the rules and procedures outlined in this Student Behavior Handbook.

## Interventions, Responses and Levels of Violations

This section of the handbook divides inappropriate and disruptive behaviors into five levels of violations with examples of support interventions and responses. Interventions may involve support staff, both school-based and within the broader community. The school's Student Assistance Teams (SAT) aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions leading to the student's inappropriate or disruptive behavior. These guidelines describe the various administrative actions that may be taken for violations of the school district's rules, policies, procedures, and the law.

Interventions and responses shall be enforced within the general guidelines outlined in the Violations Levels 1-5 and the Violations Matrix. A Level 1 violation is the least severe, and a Level 5 violation is the most severe. The format of this section begins with the MINIMUM disciplinary responses and potential interventions for each violation. The MAXIMUM administrative actions are expulsion and exclusion. For each violation on the charts below, the first dot (•) is the minimum disciplinary action. The presence of a dot (•) in a given cell in the matrix does not imply or require that an administrator will use a "step-by-step" progression of increasing severity in dealing with a violation. However, there shall be a logical relationship between the severity and frequency of the offense and the age of the offender and the administrative action.

Unless otherwise noted, these policies apply to student behavior occurring on any property owned or controlled by Saint Paul Public Schools or occurring in connection with any activity sponsored by or associated with the Saint Paul Public Schools. The following represent the majority of violations that occur.



## LEVEL 1

Level 1 violations will generally be addressed by school staff when a student has minimal or no prior violations. The staff's response teaches correct, alternative behavior so students can learn and demonstrate safe and respectful behaviors. Staff members are expected to use a variety of teaching and management strategies.

*Note: A severe occurrence or repeated instances of a violation may be treated as a violation at a higher level.*

*Note: Please refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information.*

LEVEL 1 — Examples of Interventions and Responses	VIOLATIONS	LEVELS					Police Notification
		1	2	3	4	5	
<p>Support interventions aim to correct and teach alternative behavior so students can learn and demonstrate safe and respectful behavior. School staff members are expected to use a variety of methods and classroom management strategies, that may include:</p> <ul style="list-style-type: none"> <li>Reminders and redirection</li> <li>Verbal correction</li> <li>Role play</li> <li>Written reflection/apology</li> <li>Seat change</li> <li>Teacher/student conference</li> <li>Daily progress sheet on behavior</li> <li>In class time-out</li> <li>Restitution</li> <li>Removal from class to another supervised classroom (short-term)</li> <li>Change in schedule</li> <li>Loss of privileges</li> <li>Detention</li> <li>Student Contract</li> </ul> <p>Appropriate staff interventions may involve the parent/guardian and other members of the school community. Interventions may include:</p> <ul style="list-style-type: none"> <li>Parent/guardian notification</li> <li>Parent/guardian conference</li> <li>Parent/guardian accompanying student to school or class</li> <li>In-school community service</li> <li>Conflict resolution</li> <li>Mentoring program participation</li> <li>Contract between teacher, student and parents</li> <li>Peer mediation</li> <li>Referral</li> <li>Reprimand by appropriate administrator</li> </ul>	<b>Absence, Tardiness</b> Arriving late to school or to class.	•	•				
	<b>Absence, Unexcused</b> Unauthorized absence from school or class.	•	•				
	<b>Cheating or Plagiarizing</b> Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas or writings of another person (see Glossary).	•	•	•			
	<b>Defiance of Authority</b> Willful refusal to follow directions given by staff member.	•	•	•			
	<b>Disruptive Behavior</b> Situations and/or actions that staff members believe interfere with or have the potential to interfere with effective learning and/or operations of the school.	•	•	•			
	<b>Language, Inappropriate</b> Swearing or using words in a disrespectful way.	•					
	<b>Physical Contact (No Bodily Harm)</b> Students engage in non-serious but inappropriate physical contact, such as pushing and intimidation.	•	•	•			
	<b>Student Dress</b> Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district (see Glossary).	•	•				
	<b>Teasing and Name Calling</b> A single occurrence of teasing or name calling with or without the intent to injure, degrade, disgrace, or intimidate other individuals.	•					
	<b>Technology Misuse/Violation</b> Student engages in inappropriate use of technology (see Glossary).	•					
	<b>Theft, Minor</b> Unauthorized taking or possession of the property of another including, but not limited to school supplies, food, etc.	•	•				
	<b>Unauthorized Use of School Property</b> The unauthorized or illegal use of school property for non-school sponsored activities.	•	•	•			

## LEVEL 2

Level 2 violations will generally result in interventions or disciplinary responses that involve the school administration. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

*Note: A severe occurrence or repeated instances of any previous violation may be treated as a violation at a higher level.*

*Note: Please refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information.*

LEVEL 2 — Examples of Interventions and Responses	VIOLATIONS	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions may involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference</li> <li>• Student court (if applicable)</li> <li>• Restorative justice strategies</li> <li>• School community service</li> <li>• Referral to Student Assistance Team (SAT)</li> <li>• Monetary restitution</li> <li>• Consecutive-day removal (up to five) to another supervised classroom during a designated subject/class</li> <li>• In-school suspension</li> <li>• Student conference</li> <li>• Detention</li> <li>• Saturday school</li> <li>• Utilization of lower-level consequences in addition to the above</li> </ul>	<b>Absence, Chronic Truancy</b> Continued unauthorized absences (see Glossary).		•	•			
	<b>Bullying</b> Bullying means any verbal or electronic expression, physical act or gesture, or pattern thereof, that has the purpose or effect of causing distress to one or more students and which substantially interferes with educational benefits, opportunities, or performance of the student(s) (see Glossary).		•	•	•		
	<b>Bullying Using Technology (Cyberbullying)</b> This type of bullying takes place online or through technology and may take place in a variety of ways, including but not limited to verbal bullying or social bullying (see Glossary).		•	•	•		
	<b>Damage to Property of Others</b> Willful damage to the property of staff members or others.		•	•	•		
	<b>Damage to School Property</b> Willfully cutting, defacing, or otherwise damaging in any way any property, real or personal, belonging to or used by the school district (see Glossary).		•	•	•		
	<b>Discrimination<sup>1</sup></b> No person shall, on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, or disability be subjected to discrimination (see Glossary).		•	•	•		
	<b>Disruptive Behavior To and From School</b> Behavior that endangers or harasses students on their way to and from school, or at the bus stop, or diverts the bus driver's attention from driving (see Glossary).		•				
	<b>Gambling</b> Playing of a game of chance for stakes.		•	•			
	<b>Gang Activity</b> Student misconduct may also constitute gang activity if it meets all of the following criteria: (1) The student/participant belongs to or associates with (2) a group of three or more people who band together under a common identifying symbol, sign, or name, and (3) the participant, while under the supervision of SPPS personnel, participates in a separate violation listed in this handbook to further an implicit or explicit goal of the gang/group (see Glossary).		•	•	•	•	
	<b>Harassment Based on Protected Status<sup>1</sup></b> Harassment includes physical or verbal conduct, or communication directed at an individual that is based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, or disability; and has the purpose or effect of creating an environment that is intimidating, hostile, or offensive with respect to that individual; or otherwise adversely affects the individual's employment, educational opportunities, or access to a benefit from the school district (see Glossary).		•	•	•		
	<b>Interference/Obstruction</b> Any action taken to attempt to prevent a staff member from exercising his/her lawfully assigned duties, including an administrative investigation (see Glossary).		•	•			
	<b>Language, Abusive</b> Student delivers verbal messages that include offensive or threatening language.		•	•	•		
	<b>Leaving School Grounds</b> Leaving school grounds during school hours without proper clearance (see Glossary).		•				



LEVEL 2 — Examples of Interventions and Responses (Continued)	VIOLATIONS	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions may involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference</li> <li>• Student court (if applicable)</li> <li>• Restorative justice strategies</li> <li>• School community service</li> <li>• Referral to Student Assistance Team (SAT)</li> <li>• Monetary restitution</li> <li>• Consecutive-day removal (up to five) to another supervised classroom during a designated subject/class</li> <li>• In-school suspension</li> <li>• Student conference</li> <li>• Detention</li> <li>• Saturday school</li> <li>• Utilization of lower-level consequences in addition to the above</li> </ul> <p><i>Note: A severe occurrence or repeated instances of any previous violation may be treated as a violation at a higher level.</i></p> <p><i>Note: Please refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information</i></p>	<b>Medication Policy Violation</b> Students using or distributing prescription or non-prescription medication in an unauthorized manner (see Glossary).		•				
	<b>Parking Violation</b> Parking in an unauthorized area on school property (see Glossary).		•				
	<b>Racial or Religious Harassment<sup>1</sup></b> Racial or religious harassment consists of physical or verbal conduct or communication relating to an individual's race or religion (see Glossary).		•	•	•		
	<b>Record and Identification Falsification</b> Falsifying or altering signature or data, refusing to give proper identification, or giving false identification to staff.		•	•			
	<b>Sexual Behavior</b> (See Glossary).		•	•	•		
	<b>Sexual Harassment<sup>1</sup></b> Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other physical or verbal conduct or communication of a sexual nature (see Glossary).		•	•	•		
	<b>Technology - Unauthorized or Inappropriate Use of District Technology Resources</b> (See Glossary).		•	•	•		
	<b>Threats<sup>2</sup></b> Any oral, written, or physical threat, sign, or act that conveys intent to cause harm or violence, even if made in jest. This includes threats related to race, religion, or sexual violence.		•	•	•		
	<b>Tobacco and Other Tobacco Related Devices, Possession/Use</b> (See Glossary).		•	•			

### LEVEL 3

Level 3 violations **may** result in a dismissal from school for part of a day or an entire school day.

*Note: A severe occurrence or repeated instances of any previous violation may be treated as a violation at a higher level.*

*Note: Please refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information.*

LEVEL 3 — Examples of Interventions and Responses	VIOLATIONS	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions may involve the temporary, short-term removal of a student from the school environment because of the severity of the behavior. The duration of the dismissal (or removal), if issued, is to be limited as much as is practicable while adequately addressing the behavior.</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference</li> <li>• Dismissal (up to one complete school day)</li> <li>• Referral to Local Pupil Problems Committee</li> <li>• Utilization of lower-level consequences in addition to the above</li> </ul>	<b>Fighting</b> Mutual participation in which both parties have contributed to the situation by verbal and/or physical action.			•	•		
	<b>Physical Aggression (Bodily Harm)</b> An intentional act by a student resulting in bodily harm (see Glossary).			•	•		
	<b>Physical Aggression to Staff</b> An intentional act by a student resulting in unwelcome physical contact with a staff person (see Glossary).			•	•		
	<b>Pyrotechnic Devices, Possession and/or Detonation</b> A firework or other explosive device.			•	•		
	<b>Theft, Major</b> Unauthorized taking/possession of the property of another including, but not limited to jackets, expensive electronics, etc.			•	•		
	<b>Trespassing, Including During Periods of Dismissal or Suspension</b> Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises.			•	•		

## LEVEL 4

Level 4 violations will result in the suspension of a student and possible notification of the police. A suspension is a removal from school for more than one day.

*Note: Incidents at this level may be referred for expulsion depending on the circumstances.*

*Note: Please refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information.*

LEVEL 4 — Examples of Interventions and Responses	VIOLATIONS	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions may involve the temporary, short term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as is practicable while adequately addressing the behavior.</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference</li> <li>• Short-term suspension, in excess of one complete school day</li> <li>• Administrative transfer</li> <li>• Interim alternative educational placement</li> <li>• Referral to Local Pupil Problems Committee</li> <li>• Utilization of lower-level consequences in addition to the above</li> </ul>	<b>Alcohol, Possession/Use/Under the Influence</b> Possession, use, or being under the influence of any alcoholic product while on school grounds or at school sponsored activities (see Glossary).				•		•
	<b>Arson</b> The intentional destruction or damage to property by means of fire or explosives (see Glossary).				•		•
	<b>Assault</b> Intentionally inflicting bodily harm upon a person without the person's consent.				•		•
	<b>Criminal Act</b> Committing an act, on school property or in the course of a school-sponsored or school-associated activity that would be a crime if committed by an adult.				•		
	<b>Criminal Act Against a Staff Member</b> Committing an act against an SPPS staff member that would be a crime if committed by an adult (see Glossary).				•	•	•
	<b>Criminal Sexual Conduct</b> Criminal sexual conduct amounting to a violation includes criminal "sexual contact" or any other sexual act that would be a criminal act if committed by an adult (see Glossary).				•	•	•
	<b>Disorderly Conduct</b> (See Glossary)				•		
	<b>Drugs or Controlled Substances, Possession/Use/Soliciting/Selling</b> The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, or transportation of any drugs or controlled substance; unlawfully being under the influence of any drugs or controlled substance; or possession of equipment or devices used for preparing or taking drugs or controlled substances (see Glossary).				•	•	•
	<b>Fires and False Fire Alarms</b> Tampering or interference with any fire alarm system or failure to exercise caution, resulting in a fire (see Glossary).				•		
	<b>Hazing <sup>1, 2</sup></b> Committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization, or for any other purpose (see Glossary).				•		
	<b>Incapacitation or Audio Alert Device, Possession</b> (See Glossary)				•	•	•
	<b>Physical Aggression (Substantial Bodily Harm)</b> An intentional act by a student resulting in substantial bodily harm (see Glossary).				•		
	<b>Possession/Use, Other Weapon or Object, not a firearm and not meeting MN Statute dangerous weapon definition, without use or intent to use</b> (See Glossary).				•		
	<b>Racial or Religious Violence <sup>1, 2</sup></b> A physical act of aggression or assault or the threat of aggression or assault upon another because of, or in a manner reasonably related to race or religion (see Glossary).				•		•
	<b>Reckless or Careless Driving</b> Driving on school property in such a manner as to endanger persons or property.				•		•
	<b>Robbery/Extortion</b> Obtaining property from another by force or a threat of force.				•		•

LEVEL 4 — Examples of Interventions and Responses (continued)	VIOLATIONS	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions may involve the temporary, short term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term suspension, if issued, is to be limited as much as is practicable while adequately addressing the behavior.</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference</li> <li>• Short-term suspension, in excess of one complete school day</li> <li>• Administrative transfer</li> <li>• Interim alternative educational placement</li> <li>• Referral to Local Pupil Problems Committee</li> <li>• Utilization of lower-level consequences in addition to the above</li> </ul>	<b>Sexual Violence<sup>1, 2</sup></b> A physical act of aggression or force or the threat of aggression or force that involves touching another person's intimate parts, or forcing a person to touch any person's intimate parts (see Glossary).				•		•
	<b>Threats, Terroristic<sup>1, 2</sup></b> Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly, or vehicle (see Glossary).				•		•

## LEVEL 5

Level 5 violations require the principal to notify the police and make a referral for an expulsion to the Superintendent or designee. See the Glossary for definitions of expulsion, zero tolerance and statutes that apply to the violations.

*Note: Please refer to the Glossary for additional terms, definitions, related Minnesota statutory references, and other information.*

LEVEL 5 — Examples of Interventions and Responses	VIOLATIONS	LEVELS					Police Notification
		1	2	3	4	5	
<p>These interventions involve the removal of the student from the school environment because of the severity of the behavior. They may involve placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.</p> <ul style="list-style-type: none"> <li>• Parent/guardian notification</li> <li>• Parent/guardian conference</li> <li>• Administrative transfer</li> <li>• Interim alternative educational placement</li> <li>• Referral to Local Pupil Problems Committee</li> <li>• Expulsion or exclusion (an act of the Board of Education)</li> <li>• Utilization of lower level consequences in addition to the above</li> </ul>	<b>Arson</b> The intentional destruction or damage to property by means of fire or explosives (see Glossary).					•	•
	<b>Assault, Aggravated</b> The intentional infliction of substantial bodily harm or great bodily harm upon another, or committing an act with a firearm, dangerous weapon, or other weapon with intent to cause fear in another of immediate bodily harm or death.					•	•
	<b>Firearm</b> There will be zero tolerance for possession or use of a firearm by any student (see Glossary).					•	•
	<b>Possession/Use of a Dangerous Weapon Other Than a Firearm, without intent</b> (See Glossary).					•	•
	<b>Possession/Use of Other Weapon or Object, not a firearm and not meeting MN Statute dangerous weapon definition, with use or intent to use</b> (See Glossary).					•	•

### End Notes

<sup>1</sup> For more information regarding student human rights, please contact the Ombudsperson at 651-767-8394. The Ombudsperson is located at 360 Colborne Street, Saint Paul, MN 55102.

<sup>2</sup> The Local Pupil Problems Committee may be convened to evaluate the credibility and level of any threat or threatening behavior. See page 14 for more information about threat assessment.

## Additional Information

### Discipline Processes

All disciplinary actions will be processed pursuant to Saint Paul Public Schools' discipline policies, the requirements of the [Minnesota Pupil Fair Dismissal Act](#), and other applicable law.

Any student who violates the District-wide Student Discipline Policy may be subjected to the consequences established in the student handbook. Any student who violates a policy that has a potential consequence of suspension from school for more than one school day shall have an informal conference with a school administrator.

If a student's total days of removal from school exceeds 10 cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school.

All students who violate a policy or rule that has the potential consequence of expulsion or exclusion will be given the opportunity to have a hearing in accordance with Minnesota law.

### Alternative Educational Services Procedures

If a student is suspended for more than five school days, the student is entitled to alternative educational services that will allow the student to progress toward meeting graduation requirements and the suspending administrator must provide the superintendent with a reason for the longer suspension. Generally, Saint Paul Public Schools (SPPS) provides alternative educational services according to the following schedule:

LENGTH OF SUSPENSION	SERVICES PROVIDED	SCHOOL ADMINISTRATOR OR DESIGNEE RESPONSIBILITY	PARENT/GUARDIAN RESPONSIBILITY
Up to five school days	Current classroom work and homework will be made available, if possible.	Arrange for collection of classroom work and homework from teachers.	Pick up classroom work and homework from school administrator or arrange to have it mailed to home. Return completed work upon student's return to school.
Six to 10 school days	Current classroom work and homework will be made available no later than the sixth school day of suspension.	Arrange for collection of classroom work and homework from teachers.	Pick up classroom work and homework from school administrator or arrange to have it mailed to home. Return completed work to school administrator.
Up to 15 school days (only pending expulsion, consideration of administrative transfer, or when student constitutes a substantial and immediate danger)*	Homebound services must be arranged to begin no later than the 11th school day.	Arrange for homebound services as soon as a determination has been made to refer student for expulsion or administrative transfer, or if zero tolerance applies	Assist school administrator in establishing a schedule for the delivery of homebound services

This schedule does not preclude school administrators from providing different alternative educational services that allow the student to progress toward meeting graduation requirements. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension.

The school principal is responsible for ensuring that the school attempts to provide required alternative educational services. Parents/guardians also have the responsibilities set forth above. Parents who have concerns about the school's compliance with these procedures should contact the school principal or principal's supervisor promptly.

Additional information related to special education students: SPPS may have additional obligations to special education students that are not explained here. For more information about the rights of special education students, see the Procedural Safeguard Notice Parental Rights for Public School Special Education Students or contact the school principal, your student's case manager, or the special education director at 651-767-8321.

## Pupil Problems Committees

### Local Pupil Problems Committee

The Local Pupil Problems Committee (Local PPC) deals with problems relating to student discipline and school adjustment. The principal appoints this committee and it usually includes an administrator, counselor, teachers, social worker, nurse, and other staff. This committee shall meet regularly to consider disciplinary and behavioral problems of students referred to it by the principal or designee (chair) and shall recommend to the principal such remedial, corrective, or disciplinary measures as it may deem to be in the best interests of the students and the school. A principal reserves the authority to immediately send a referral for expulsion/exclusion directly to his/her immediate supervisor without Local PPC action.

When a major decision or recommendation regarding a child being considered, parents shall be invited to be present at the Local PPC meeting. Parents have the option to bring an additional person with them to the Local PPC meeting, but this additional person may not act as an attorney. Parents may appeal to the City-Wide Pupil Problems Committee if they are not in agreement with the local decision. If the principal feels a particular problem is beyond his/her resources, then the principal may refer it to the City-Wide Pupil Problems Committee.

### City-Wide Pupil Problems Committee

The City-Wide Pupil Problems Committee (City-Wide PPC) is established by the Superintendent of Schools. Membership typically includes a principal, an assistant principal, classroom teachers, counselors, a nurse, social workers, and other support personnel.

The function of the committee shall be to recommend action on parent appeals of Local Pupil Problems Committee decisions or referrals from schools.

The City-Wide PPC shall have the authority to:

- Review a decision of a Local Pupil Problem Committee and recommend action to the appropriate district level administrator.
- Enlist the advice and assistance of agencies and services within the school system.
- Recommend an administrative transfer or administrative placement of a student to another school or facility in the school system.
- Recommend to the Superintendent the exclusion or expulsion of a student from the school district.

The chairperson of the City-Wide PPC shall offer the student's parents or guardians an opportunity to appear before the committee. Parents have the option to bring an additional person with them to the City-Wide PPC meeting, but this additional person may not act as an attorney. The chairperson shall notify the parents of the City-Wide PPC's recommendation or decision.

If parents still object, they may appeal to the appropriate district level administrator, then to the Superintendent, and then to the Board of Education.

### School Resource Officers (SROs)

SROs are sworn officers of the Saint Paul Police Department. SROs work in partnership with school administrators to provide the safest learning environment possible. The SROs' primary function is law enforcement. Juvenile or criminal proceedings or consequences against the student do not preclude the school district from disciplining the student for violations

of the Student Behavior Handbook or for other misconduct.

### Threat Assessment

The Local Pupils Problems Committee or a subset of the Local Pupils Problems Committee will evaluate threats of violence to self or others and threatening behaviors, and determine the probability that a person will carry out a threat. The purpose of a threat assessment evaluation is to guide a site-based threat assessment team through an information gathering process that will result in a supervision plan to maximize student safety. The Office of Security and Emergency Management (SEM) shall provide training, resources, and on-site assistance when requested.

### Students with Disabilities/Section 504 Students

Students covered by Section 504 of the Rehabilitation Act of 1973 may be disciplined for behavior related to their disabilities, unless the discipline would result in a significant change of placement. A qualified student with a disability may not be suspended for more than 10 cumulative school days without a manifestation determination conducted by the student's 504 team.

### Students with Disabilities and Students with an Individual Education Program (IEP)

When a student with a disability has been suspended for five consecutive school days or after the 10th cumulative school day within the school year, the IEP team must meet to hold a manifestation determination meeting. The team will determine if the behavior is related to the student's disability. The team may need to conduct a Functional Behavior Assessment and write a behavior intervention plan to support the student at school.

That meeting must occur as soon as possible, but no more than 10 days after the sixth consecutive day of suspension or when the tenth cumulative day of suspension has elapsed. A dismissal for one school day or less is a day of suspension if the student with a disability does not receive regular or special education instruction during that dismissal period. A student with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days.

Before initiating an expulsion or exclusion, the district, relevant members of the student's individualized education program team, and the student's parent shall, consistent with federal law, determine whether the student's behavior was caused by or had a direct and substantial relationship to the student's disability and whether the student's conduct was a direct result of a failure to implement the student's individualized education program. When a student with a disability who has an individualized education program is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the district shall continue to provide special education and related services during the exclusion or expulsion. [Minn. Stat. § 121A.43](#).

## Discipline Guidelines for Special Education Students under State Law and Federal Regulations

	IEP Team Meeting Required	Manifestation Determination Required <sup>1</sup>	Functional Behavioral Assessment Plan Required <sup>2</sup>	Alternative Education Services Required
Student removed for one school day or less	No*	No*	No*	No*
Student suspended for less than five consecutive school days	No*	No*	No*	No*
Student suspended for five consecutive school days	Yes	Yes	No*	No*
Student suspended for six OR MORE consecutive school days	Yes	Yes	No*	Yes
Student removed for 10 cumulative school days or less in one school year	No	No	No	No
Student removed for 11 cumulative days in a school year or more	Yes	Yes	Yes	Yes, access to FAPE required
Student placed on in-school suspension	No**	No**	No**	No**
Student suspended from the bus	IEP specific***	IEP specific***	IEP specific***	IEP specific***
Parent requests a manifestation determination following any removal for disciplinary reasons.	Yes	Yes	No*	No*

<sup>1</sup> “Manifestation Determination” is a process to determine if a student’s behavior problem was or was not a manifestation of the student’s disability.

<sup>2</sup> A “Functional Behavioral Assessment” is a process for gathering information to understand the structure and function of a student’s behavior(s) in order to develop an effective and efficient behavioral support plan that teaches and encourages alternative behaviors.

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

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

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



## Glossary of Terms

### Absence

- **Chronic Truancy**  
Continued unauthorized absences. Student will be referred to social worker for consideration to file a court petition or referred to the Truancy Intervention Program (TIP). Ordinarily, chronic truancy does not warrant dismissal.
- **Tardiness**  
Arriving late to school or to class.
- **Unexcused**  
Unauthorized absence from school or class.

### Administrative Placement

A change of placement of a student made for non-disciplinary reasons.

### Administrative Transfer

The transfer of a student from one school to another usually as an intervention resulting from serious or repeated violations of this handbook.

### Alcohol

Possession, use, or being under the influence of any alcoholic product while on school grounds or at school sponsored activities. Student may be referred for a chemical use assessment. For more detail, click on link: [Board Policy 504.00](#)

### Arson

The intentional destruction of or damage to property by means of fire or explosives. Zero tolerance applies if a combustible or flammable liquid was used. For more detail, click on links:

[Minn. Stat. § 609.561](#), [Minn. Stat. § 609.562](#), [Minn. Stat. § 609.563](#), [Minn. Stat. § 609.5631](#), [Minn. Stat. § 609.5632](#) (arson in 1st through 5th degrees with definitions).

### Assault

Intentional infliction of bodily harm upon a person without the person's consent.

### Assault, Aggravated

- (1) The intentional infliction of substantial bodily harm or great bodily harm upon another, or
- (2) Committing an act with a firearm, dangerous weapon, or other weapon with intent to cause fear in another of immediate bodily harm or death.

### Bodily Harm

Physical pain or injury, illness, or any impairment of physical condition. For more detail, click on link: [Minn. Stat. § 609.02. subd. 7.](#)

### Bullying

Bullying means any verbal or electronic expression, physical act or gesture, or pattern thereof, that has the purpose or effect of causing distress to one or more students and which substantially interferes with educational benefits, opportunities, or performance of the student(s).

Bullying includes, but is not limited to, conduct against a student that a reasonable person under the circumstances knows or should know has the effect of:

- harming a student,
- damaging a student's property,
- placing a student in fear of harm to his or her person or property,
- creating a hostile educational environment for a student, or
- subjecting a student to intimidation, ridicule, embarrassment or social isolation

### Bullying Using Technology (Cyberbullying)

This type of bullying takes place online or through technology (cyberbullying) and may take place in a variety of ways, including but not limited to verbal bullying or social bullying. See definition above.

### Bus Suspension

Temporary or long-term prohibition for a student to ride a school bus to school or other events involving riding a school bus.

### Bus Violations

Any incidence of unacceptable student conduct on or near any school bus or bus stop. Weapons and other serious violations should be reported using the event type associated with the student's actions, even if they took place on the bus. For more detail, click on links: [Board Policy 707.02](#) and [Board Procedure 709.01](#).

### Cheating or Plagiarism

Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests, and using the ideas or writings of another person. Cheating also includes misuse of technology to photograph, illegally copy or download materials from the Internet, or use a personal electronic device to text answers, etc.

### Contract

A written behavior agreement signed by the student, teacher or administrator, and/or parent/guardian.

### Criminal Act

Commission of an act, on school property or in the course of a school-sponsored or school-associated activity, that would be a crime if committed by an adult.

### Criminal Act Against a Staff Member

Committing an act against a SPPS staff member that would be a crime if committed by an adult. This policy applies to student acts occurring on or off school property and during or after school hours.

### Criminal Sexual Conduct

Any violation of Minn. Stat. § 609.342 (criminal sexual conduct in the 1st degree) through Minn. Stat. § 609.345 (criminal sexual conduct in the 4th degree). Criminal sexual conduct amounting to a violation includes criminal "sexual contact" or any other sexual act that would be a criminal act if committed by an adult (1) that is accomplished by force, coercion, or threat of a dangerous weapon, (2) that is committed against the person the actor knows or has reason to know is mentally impaired, mentally incapacitated or physically helpless, or (3) that otherwise violates Minn. Stat. §§ 609.342- 609.345. For more detail, click on links: [Minn. Stat. § 609.342](#), [Minn. Stat. § 609.343](#), [Minn. Stat. § 609.344](#), [Minn. Stat. § 609.345](#). See Intimate Parts, Sexual Contact, and Sexual Violence.

### Damage to Property of Others

Willful damage to property of staff members and/or others.

### Damage to School Property

Willfully cutting, defacing, or otherwise damaging in any way any property, real or personal, belonging to or used by the school district. The parent/guardian shall be liable for all damage caused by the student.

### Defiance of Authority

Willful refusal to follow directions given by a staff member.

### Detention

The requirement that a student remains in school or attends school outside of normal class time or school hours.

## Discrimination

No person shall, on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, or disability, be subjected to discrimination. For more detail, click on link: [Board Policy 102.00](#)

## Dismissal (or removal from school)

An action taken by school administration requiring a student to leave school for up to one full school day.

## Disorderly Conduct

Whenever a student:

- (1) (a) engages in brawling or fighting; or (b) disturbs a lawful assembly or meeting; or (c) engages in offensive, obscene, abusive, boisterous, or noisy conduct or in offensive, obscene, or abusive language tending reasonably to arouse alarm, anger, or resentment in others,
- (2) and the student knows, or has reasonable grounds to know, that such conduct will, or will tend to, alarm, anger, or disturb others or provoke an assault or breach of the peace by others,
- (3) then the student has violated the rule against disorderly conduct.

## Disruptive Behavior

Situations and/or actions that staff believe interfere with or have the potential to interfere with effective learning and/or operations of the school.

## Disruptive Behavior To and From School

Behavior that endangers or harasses students on their way to and from school, or at the bus stop, or diverts the bus driver's attention from driving. For more detail, click on links: [Board Policy 707.02](#), [Board Procedure 709.01](#).

## Drugs or Controlled Substances, Possession/Use/ Soliciting/Selling

The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, or transportation of any drugs or controlled substance; unlawfully being under the influence of any drugs or controlled substance; or possession of equipment or devices used for preparing or taking drugs or controlled substances. Student will be referred for a chemical use assessment. For more detail, click on links: [Minn. Stat. § 152.01, subds. 1-22](#) (Def. of controlled substances), [Minn. Stat. § 152.02](#), [Minn. Stat. § 152.021](#), [Minn. Stat. § 152.022](#), [Minn. Stat. § 152.023](#), [Minn. Stat. § 152.024](#), [Minn. Stat. § 152.025](#) (controlled substance crimes in the 1st through 5th degrees), [Board Policy 504.00](#)

## Educational Intervention Program (EIP)

An alternative to suspension from school. Students who are subject to suspension may be assigned to the EIP Program that is located at a site away from the home school. Not available at all sites.

## Exclusion

An action taken by the Board of Education to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the current school year.

## Expulsion

Expulsion is a legal act that may be taken by the school board to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled in accordance with [Minnesota Statutes §121A.40 to 121A.56](#).

## Fighting

Mutual participation in which both parties have contributed to the situation by verbal and/or physical action.

## Firearm

There will be zero tolerance for possession or use of a firearm by any student. Firearms are banned from all property owned or controlled by Saint Paul Public Schools. A firearm is defined in [Minn. Stat. § 609.666, subd. 1\(a\)](#) as a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or force of combustion. For more detail, click on links: [Board Policy 903.00](#), [Minn. Stat. §121A.44](#).

## Fires and False Fire Alarms

- (1) Failure to exercise ordinary caution, resulting in fire in a school building or damage to school property.
  - (2) False fire alarm – the giving of a false alarm of fire or the tampering or interference with any fire alarm system.
- Staff is required to notify of police and fire departments. Student consequences include suspension, possible administrative transfer and restitution for damage.

## Gambling

Playing of a game of chance for stakes.

## Gang Activity

Student misconduct may also constitute gang activity if it meets all of the following criteria: (1) The student/participant belongs to or associates with (2) a group of three or more people who band together under a common identifying symbol, sign, or name, and (3) the participant, while under the supervision of Saint Paul Public School personnel, participates in a separate violation listed in this handbook to further an implicit or explicit goal of the gang/group.

Gang activity is only an additional violation to a primary violation of another rule of student behavior.

## Harassment Based on Protected Status

Harassment includes physical or verbal conduct, or communication directed at an individual that is:

- (1) based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, or disability; and
- (2) has the purpose or effect of creating an environment that is intimidating, hostile, or offensive with respect to that individual; or
- (3) otherwise adversely affects the individual's employment, educational opportunities, or access to a benefit from the school district.

For more detail, click on links: [Minn. Stat. § 121A.03](#), [Board Policy 415.00](#)

## Hazing

Committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Prohibited conduct includes, but is not limited to, any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body. The policy applies to student conduct occurring on or off school property and during and after school hours. When such acts occur off school property, the prohibition against hazing applies if any connection to Saint Paul Public Schools is implicit or explicit. For more detail, click on link: [Board Policy 501.00](#) See Assault.

## Incapacitation or Audio Alert Device, Possession

"Incapacitation device" means:

- (1) a device designed or intended by the manufacturer to be used to temporarily immobilize or incapacitate
- (2) persons by means of electronic pulse or a current;
- (3) any pain compliance device; or tear gas or tear gas derivative, or any substance intended to function similar to tear gas.

"Audio alert device" means any device intended to be used to produce audio signals for purposes of repelling an attack or intrusion by others. For more detail, click on link: [Minn. Stat § 624.731](#)



## In-School Community Service

An action taken by school administration where a student is required to do voluntary work in order to give back to the community.

## In-School Suspension

An action taken by school administration to prohibit a student from attending classes for a period of time while remaining under the supervision of school staff during the school day.

## Intent, Intentionally, or Intentional

“With intent to” or “intentionally” or “intentional” means that the student/actor either has a purpose to do the thing or cause the result specified, or believes that the act, if successful, will cause that result.

For more detail, click on link: [Minn. Stat. § 609.02, subd. 9.](#)

## Interference/Obstruction

Any action taken to attempt to prevent a staff member from exercising his/her lawfully assigned duties, including an administrative investigation.

## Intimate Parts

Includes the primary genital area, groin, inner thigh, buttocks, or breast (as well as the clothing covering the immediate area of the intimate parts). For more detail, click on link: [Minn. Stat. § 609.341, subds. 5, 11.](#)

## Language

- **Abusive**  
Student delivers verbal messages that include offensive or threatening language.
- **Inappropriate**  
Swearing or using words in a disrespectful way.

## Leaving School Grounds, Unauthorized

Leaving school grounds during school hours without proper clearance. For more detail, click on link: [Board Policy 503.03](#)

## Loss of Privilege

An action taken by school administration to prevent a student from participating in an activity or the loss of privilege as a consequence of a violation.

## Medication Policy Violation

Students using or distributing prescription or non-prescription medication in an unauthorized manner. For more detail, click on link: [Board Policy 516.00](#). See also Drugs or Controlled Substances, Possession/Use/Soliciting/Selling

## Mediation

Students who are in conflict with one another may be asked to participate in a mediation session led by a mediator to resolve the issues causing the conflict.

## Minnesota Pupil Fair Dismissal Act

The Pupil Fair Dismissal Act is a state law that protects all students, with or without disabilities, in suspension, expulsion, and exclusion proceedings. For more detail, click on link: [Minn. Stat. § 121A.40 to § 121A.56.](#)

## Parent

Student’s legal guardian as listed in CAMPUS.

## Parent Guardian Conference / Notification

Administrative discussion or communication with a parent or guardian to address student academic or behavioral issues.

## Parking Violation

Parking in an unauthorized area on school property. For more detail, click on link: [Board Policy 501.02](#)

## Physical Aggression (Substantial Bodily Harm)

An intentional act by a student resulting in substantial bodily harm. It includes, but is not limited to, kicking and slapping. Students engage in serious physical contact where injury may occur.

## Physical Aggression to Staff

An intentional act by a student resulting in unwelcome physical contact with a staff person. It includes, but is not limited to, pushing, slapping and intimidation.

## Physical Contact (No Bodily Harm)

Students engage in non-serious but inappropriate physical contact, such as pushing and intimidation.

## Police Notification

If an administrator believes that a student may have violated a law, the police may be called to file a report and/or to assist as necessary.

## Possession/Use:

- **Dangerous Weapon Other Than a Firearm**  
There will be zero tolerance for possession or use of a dangerous weapon by any student. A “dangerous weapon other than a firearm” is defined as
  - (1) any device or instrument designed as a weapon and capable of producing death or great bodily harm,
  - (2) any device modified so that it may be used as a weapon and capable of producing death or great bodily harm,
  - (3) any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm,
  - (4) any fire that is used to produce death or great bodily harm,
  - (5) any knife with a blade equal to or greater than 2.5 inches in length,
  - (6) any replica firearm, BB gun, or pellet gun.For more detail, click on links: [Minn. Stat § 609.02, subd 8](#) (def. great bodily harm), (same link as next definition)  
[Minn. Stat § 609.02, subd 6](#) (def. of dangerous weapon),  
[Minn. Stat § 609.66 subd. 1d](#)  
[18 U. S. C. § 930\(g\)\(2\)](#) (def. dangerous weapon)  
[St. Paul Legis. Code §§ 225.01, 225.02](#)  
[Board Policy 903.00](#)
- **Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition**  
Other weapon includes any device or instrument – including any non-conventional weapon – that, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm. (Other weapons include knives with blades under 2.5 inches, fake knives, look alike weapons, ammunition, etc.) Zero tolerance applies for possession of other weapon with use or intent to use. (def. bodily harm, substantial bodily harm) (same link for both [Minn. Stat. § 609.02 subd 9, 7 and 7a](#)), [Minn. Stat. § 609.713 subd. 3\(b\)\(2\)](#) (def. replica firearm).

### **Pupil Problems Committee (PPC)**

For serious behavior concerns, this committee meets to problem-solve interventions and next steps.

### **Pyrotechnic Devices, Possession and/or Detonation**

A firework or other explosive device.

### **Racial or Religious Harassment**

Racial or religious harassment consists of physical or verbal conduct or communication relating to an individual's race or religion when the conduct:

- (1) has the purpose or effect of creating an intimidating, hostile, derogatory, or offensive employment, educational, or school district environment;
- (2) has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education; or
- (3) otherwise adversely affects an individual's employment, educational opportunities, or access to a benefit from the school district.

For more detail, click on links: [Minn. Stat. § 121A.03](#), [Board Policy 415.00](#).

### **Racial or Religious Violence**

Racial or religious violence is a physical act of aggression or assault or the threat of aggression or assault upon another because of, or in a manner reasonably related to, race or religion. Such an act may also constitute a criminal law violation. For more detail, click on links: [Minn. Stat. § 121A.03](#), [Board Policy 415.00](#).

### **Reckless or Careless Driving**

Driving on school property in such a manner as to endanger persons or property.

### **Record and Identification Falsification**

Falsifying or altering signature or data, refusing to give proper identification, or giving false identification to staff.

### **Referral for Other or Outside Services**

Chemical use assessment, social worker, mental health, etc.

### **Removal from Class**

An action taken by a teacher, principal or other school district employee to prohibit a student from attending class for a period of time not to exceed five class or activity periods.

### **Reprimand by Appropriate Administrator**

A formal conference with the school administrator.

### **Restitution**

Replacing items that were stolen or damaged or providing fair market value by way of compensation or service. It requires a student to pay for or fix damages or misappropriation of property and maybe impose separately or in addition to other sanctions.

### **Robbery/Extortion**

Obtaining of property from another by force or a threat of force. If force or threat of force is not used, see Theft.

### **Sexual Behavior**

Engaging in sexual behavior including, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation. See also Intimate Parts, Sexual Contact.

### **Sexual Contact**

Includes the consensual and non-consensual touching of another person's intimate parts or forcing a person to touch any person's intimate parts, and committed with sexual or aggressive intent. For more detail, click on link: [Minn. Stat. § 609.341](#), subds. 5, 11. See also Intimate Parts.

### **Sexual Harassment**

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

- (1) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment, educational, or school district environment;
- (2) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education or a benefit from the school district; or
- (3) submission to 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 access to a benefit from the school district.

For more detail, click on link: [Minn. Stat. § 121A.03](#), [Board Policy 415.00](#)

### **Sexual Violence**

Sexual violence is a physical act of aggression or force, or the threat of aggression or force, that involves the touching of another person's intimate parts (as well as the clothing covering the intimate parts), or forcing a person to touch any person's intimate parts.

For more detail, click on links: [Minn. Stat. § 121A.03](#), [Minn. Stat. § 609.341](#), [Board Policy 415.00](#). Such an act may also constitute a criminal law violation.

See Assault, Intimate Parts, Sexual Behavior, Sexual Contact, and Criminal Sexual Conduct.

### **Student Assistance Team (SAT)**

A general education initiative that provides support for teachers in meeting the unique learning and behavioral challenges of their students. The goal of the SAT is to assist those students needing differentiated instruction, behavioral supports, or other interventions to assure their success in the general education setting. Student Assistance Team (SAT) is also referred to as Teacher Assistance Team (TAT), Learner Supports Team (LST), Problem Solving Team (PST), or Student/Teacher Assistance Team (STAT).

### **Student Dress**

Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district. For more detail, click on links: [Board Policy 501.03](#), [Board Policy 501.04](#).

### **Student Conference**

Administrative discussion or communication with student to address student academic or behavioral issues.

### **Substantial Bodily Harm**

Bodily injury that involves a temporary but substantial disfigurement, or that causes a temporary but substantial loss or impairment of the function of any bodily member or organ, or that causes a fracture of any bodily member. For more detail, click on link: [Minn. Stat. § 609.02](#), subd. 7a.

### **Suspension**

An action taken by the school administration to prohibit a student from attending school for a period of no more than 10 school days. An additional five days may be added if exclusion or expulsion is being considered, or if the student's presence will create an immediate and substantial danger. [Minn. Stat. § 121A.41](#), [Board Policy 506.03](#)

### **Tardiness**

See also Absence.

### **Teasing and Name Calling**

A single occurrence of teasing or name calling with or without the intent to injure, degrade, disgrace, or intimidate other individuals.

## Technology Misuse/Violation

Student engages in inappropriate use of technology including and not limited to mobile device, personal electronic device, camera, computer and/or other. Students are not permitted to access the Internet via personal Wi-Fi accounts, 3G/4G cards, anonymous proxy sites, or by any other manner while on Saint Paul Public Schools property or at district functions. Student removal of a memory card or battery from a camera, phone, or mobile device while it is in the process of being confiscated is considered grounds for disciplinary action by school administration. For more detail, click on link: [Board Policy 520.00 Technology Usage and Safety](#)

## Technology, Unauthorized or Inappropriate Use of District Technology Resources

Any act that violates the Board of Education's Technology Usage and Safety Policy or constitutes an unacceptable or illegal use of the school district's computer facilities, systems, networks or software. This includes sending or posting harmful text or images using the Internet, wireless phones, or other communications devices. This policy applies to student acts occurring on or off school property and during or after school hours using district technology resources. Student consequences include possible loss of technology access privileges, dismissal, police notification, and/or restitution. For more detail, click on link: [Board Policy 520.00](#). See Bullying, Cyberbullying, Harassment.

## Theft

- **Major**  
Unauthorized taking/possession of the property of another including, but not limited to jackets, expensive electronics, etc.
- **Minor**  
Unauthorized taking or possession of the property of another including, but not limited to school supplies, food, etc.

## Threats

Any oral, written, or physical threat, sign, or act that conveys intent to cause harm or violence, even if made in jest. This includes threats related to race, religion, or sexual violence.

## Threats, Terroristic

Threatening directly or indirectly to commit any crime of violence with intent to terrorize another or to cause evacuation of a building, place of assembly, or vehicle or otherwise to cause serious public inconvenience, or in reckless disregard of the risk of causing such terror or inconvenience. For more detail, click on link: [Minn. Stat. § 609.713](#) (def. of terrorist threats).

## Tobacco and Other Tobacco Related Devices, Possession/Use

Students are prohibited from having tobacco, lighters, matches and other tobacco related devices in their possession. Possession or use of any type of tobacco product by a student will be governed by Minnesota Statutes and School Board policy regarding Tobacco Free Environment. Three cumulative violations will result in a referral to Ramsey County Attorney. For more detail, click on link: [Board Policy 414.00](#)

## Trespassing

Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises. Being on school grounds during a dismissal or suspension period is considered trespassing. For more detail, click on links: [Minn. Stat. § 609.605, subd. 4, St. Paul Legis. Code §§ 283.01-283.03](#).

## Unauthorized Use of School Property

The unauthorized or illegal use of school property for non-school sponsored activities.

## Violation

Doing something prohibited by policy, law, or code of behavior.

## Warning

An oral or written communication to stop a behavior that interferes with the learning environment or is unsafe.

## Zero Tolerance

If a student has violated a rule to which zero tolerance applies, the building principal must refer the student for expulsion or exclusion.

# Appendix I — Board of Education Policies

## 501.00 Hazing Prohibition

1. No student, teacher, administrator, volunteer, contractor, other employee of the School District or member of the Board of Education shall plan, direct, encourage, aid or engage in hazing.
2. No teacher, administrator, volunteer, contractor, other employee of the School District or member of the Board of Education shall permit, condone or tolerate hazing.
3. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
4. Prohibition of hazing extends to behavior that occurs on or off school property during and after school hours.
5. A person who engages in an act that violates the district's prohibition of hazing or any law prohibiting hazing in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
6. The School District shall act to investigate all complaints of hazing and will discipline any student, teacher, administrator, volunteer, contractor, other employee of the School District or member of the Board of Education who is found to have violated this policy.

## Definitions

1. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
  - Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
  - Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the students to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  - Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  - Any activity or communication that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
  - Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of the School District policies or regulations.
2. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization need not be an official school organization to fall under this definition.

## Reporting Procedures

1. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct that may constitute hazing shall report the alleged acts immediately to an appropriate School District official designated by this policy.
2. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to the Human Resources Department or to the Office of the Superintendent.
3. Teachers, administrators, volunteers, contractors, other employees of the School District and members of the Board of Education shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person, who receives a report of, observes, or that that may constitute hazing, shall inform the building principal immediately.
4. Submission of a good-faith complaint or report of hazing will not affect the complainant's or reporter's future employment, grades or work assignments.

## School District Action

1. Upon receipt of a complaint or report of hazing, the School District shall undertake or authorize an investigation by the administrator to whom the principal reports or a third party designated by the School District.
2. The School District may take immediate steps to protect the complainant, reporter, students, or others pending completion of an investigation of hazing. Upon completion of the investigation, 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 shall be sufficiently severe to deter violations and to appropriately discipline prohibited behavior.

## Reprisal

The School District shall discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, other employee of the School District or member of the Board of Education who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists or participates in an investigation, or against any person who testifies, assists or participates in proceedings or hearing relating to such hazing.

Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

## Dissemination of Policy

This policy shall appear in each school's student handbook and in each school's building and staff handbooks.

Legal References:

[Minn. Stat. § 121A.69](#)

Cross References:

- [Board Policy 506.00](#) Student Discipline
- [Board Policy 415.00](#) Harassment, Violence and Other Offensive Behavior

## Bullying Prohibition

Saint Paul Public Schools (SPPS) revised the bullying prohibition policy to align with the new Safe and Supportive Schools Act signed into law in 2014. The revisions were minor and included additional language mandated by the law. The law also stipulates that an inquiry process must be outlined for schools providing guidance for how the school responds to a report of bullying. These guidelines were developed in partnership with the SPPS Bullying Prevention Task Force, teaching staff, and the Office of Teaching and Learning.

Throughout the 2014/15 school year professional development will be developed and offered focusing on best practices for bullying prevention,

responses to bullying, and identifying bully behavior. The Office of Teaching and Learning, in partnership with schools, will be leading the development and implementation of the professional development opportunities for all staff. For more detail, please click on links: [Minn. Stat. § 121A.031 School Student Bullying Policy](#), [Board Policy 505.00 Bullying Prohibition](#)

## Appendix II – Minnesota Pupil Fair Dismissal Act

### Minn. Stat. § 121A.40 CITATION.

Sections 121A.40 to 121A.56 may be cited as the "Pupil Fair Dismissal Act."

History: 1974 c 572 s 1; 1Sp1997 c 4 art 7 s 10; 1998 c 397 art 9 s 26; art 11 s 3

### 121A.41 DEFINITIONS.

Subdivision 1. **Applicability.** As used in sections 121A.40 to 121A.56, the terms defined in this section shall have the meanings assigned them.

Subd. 2. **Dismissal.** "Dismissal" means the denial of the current educational program to any pupil, including exclusion, expulsion, and suspension. It does not include removal from class.

Subd. 3. **District.** "District" means any school district.

Subd. 4. **Exclusion.** "Exclusion" means an action taken by the school board to prevent enrollment or reenrollment of a pupil for a period that shall not extend beyond the school year.

Subd. 5. **Expulsion.** "Expulsion" means a school board action to prohibit an enrolled pupil from further attendance for up to 12 months from the date the pupil is expelled.

Subd. 6. **Parent.** "Parent" means (a) one of the pupil's parents, (b) in the case of divorce or legal separation, the parent or parents with physical custody of the pupil, including a noncustodial parent with legal custody who has provided the district with a current address and telephone number, or (c) a legally appointed guardian. In the case of a pupil with a disability under the age of 18, parent may include a district-appointed surrogate parent.

Subd. 7. **Pupil.** (a) "Pupil" means any student:

- (1) without a disability under 21 years of age; or
  - (2) with a disability under 21 years old who has not received a regular high school diploma or for a child with a disability who becomes 21 years old during the school year but has not received a regular high school diploma, until the end of that school year; and
  - (3) who remains eligible to attend a public elementary or secondary school.
- (b) A "student with a disability" or a "pupil with a disability" has the same meaning as a "child with a disability" under section 125A.02.

Subd. 8. **School.** "School" means any school defined in section 120A.05, subdivisions 9, 11, 13, and 17.

Subd. 9. **School board.** "School board" means the governing body of any school district.

Subd. 10. **Suspension.** "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a pupil from attending school for a period of no more than ten school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. Consistent with section 125A.091,



**subdivision 5**, the readmission plan must not obligate a parent to provide a sympathomimetic medication for the parent's child as a condition of readmission. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days.

Subd. 11. **Alternative educational services.** "Alternative educational services" may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under section **123A.05** selected to allow the pupil to progress toward meeting graduation standards under section **120B.02**, although in a different setting.

History: 1974 c 572 s 2; 1975 c 162 s 41; 1983 c 7 s 1; 1983 c 163 s 1; 1983 c 243 s 5 subd 1; 1986 c 444; 1991 c 265 art 3 s 38; 1994 c 647 art 4 s 36; 1995 c 226 art 3 s 9; 1Sp1997 c 4 art 7 s 11-16; 1998 c 397 art 9 s 26; art 11 s 3; 1998 c 398 art 2 s 39-41; 1999 c 123 s 1; 1Sp2001 c 6 art 3 s 1; 1Sp2003 c 9 art 3 s 1; 1Sp2005 c 5 art 11 s 2; 2009 c 96 art 3 s 1,2

#### **121A.42 POLICY.**

No public school shall deny due process or equal protection of the law to any public school pupil involved in a dismissal proceeding which may result in suspension, exclusion, or expulsion.

History: 1974 c 572 s 3; 1998 c 397 art 9 s 26

#### **121A.43 EXCLUSION AND EXPULSION OF PUPILS WITH A DISABILITY.**

(a) Consistent with federal law governing days of removal and section **121A.46**, school personnel may suspend a child with a disability. When a child with a disability has been suspended for more than five consecutive school days or ten cumulative school days in the same school year, and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's individualized education program team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's individualized education program. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed.

(b) A dismissal for one school day or less is a day or a partial day of suspension if the child with a disability does not receive regular or special education instruction during that dismissal period. The notice requirements under section **121A.46** do not apply to a dismissal of one day or less.

(c) A child with a disability shall be provided alternative educational services to the extent a suspension exceeds five consecutive school days.

(d) Before initiating an expulsion or exclusion under sections **121A.40** to **121A.56**, the district, relevant members of the child's individualized education program team, and the child's parent shall, consistent with federal law, determine whether the child's behavior was caused by or had a direct and substantial relationship to the child's disability and whether the child's conduct was a direct result of a failure to implement the child's individualized education program. When a child with a disability who has an individualized education program is excluded or expelled under sections **121A.40** to **121A.56** for misbehavior that is not a manifestation of

the child's disability, the district shall continue to provide special education and related services during the exclusion or expulsion.

History: 1991 c 265 art 3 s 19,38; 1Sp1997 c 4 art 7 s 17; 1998 c 397 art 9 s 26; art 11 s 3; 1999 c 123 s 2; 1999 c 241 art 2 s 2; 2009 c 96 art 3 s 3

#### **121A.44 EXPULSION FOR POSSESSION OF FIREARM.**

(a) Notwithstanding the time limitation in section **121A.41**, **subdivision 5**, a school board must expel for a period of at least one year a pupil who is determined to have brought a firearm to school except the board may modify this expulsion requirement for a pupil on a case-by-case basis. For the purposes of this section, firearm is as defined in United States Code, title 18, section 921.

(b) Notwithstanding chapter 13, a student's expulsion or withdrawal or transfer from a school after an expulsion action is initiated against the student for a weapons violation under paragraph (a) may be disclosed by the school district initiating the expulsion proceeding. Unless the information is otherwise public, the disclosure may be made only to another school district in connection with the possible admission of the student to the other district.

History: 1995 c 226 art 3 s 10; 1998 c 397 art 9 s 26; art 11 s 3

#### **121A.45 GROUNDS FOR DISMISSAL.**

Subdivision 1. **Provision of alternative programs.** No school shall dismiss any pupil without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property.

Subd. 2. **Grounds for dismissal.** A pupil may be dismissed on any of the following grounds:

(a) willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;

(b) willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

(c) willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school.

Subd. 3. **Parent notification and meeting.** If a pupil's total days of removal from school exceeds ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the pupil and the pupil's parent or guardian before subsequently removing the pupil from school and, with the permission of the parent or guardian, arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening. The purpose of this meeting is to attempt to determine the pupil's need for assessment or other services or whether the parent or guardian should have the pupil assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder.

History: 1974 c 572 s 4; 1978 c 764 s 93; 1986 c 444; 1Sp1997 c 4 art 7 s 18; 1998 c 397 art 9 s 26; 2001 c 183 s 1,2; 2004 c 294 art 2 s 8

#### **121A.46 SUSPENSION PROCEDURES.**

Subdivision 1. **Informal administrative conference before suspension.**

The school administration shall not suspend a pupil from school without an informal administrative conference with the pupil. The informal administrative conference shall take place before the suspension, except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension.

Subd. 2. **Administrator notifies pupil of grounds for suspension.** At the informal administrative conference, a school administrator shall notify

the pupil of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts.

**Subd. 3. Written notice of grounds for suspension.** A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of sections [121A.40](#) to [121A.56](#), shall be personally served upon the pupil at or before the time the suspension is to take effect, and upon the pupil's parent or guardian by mail within 48 hours of the conference. The district shall make reasonable efforts to notify the parents of the suspension by telephone as soon as possible following suspension. In the event a pupil is suspended without an informal administrative conference on the grounds that the pupil will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the pupil and the pupil's parent or guardian within 48 hours of the suspension. Service by mail is complete upon mailing.

**Subd. 4. Suspension pending expulsion or exclusion hearing.** Notwithstanding the provisions of subdivisions 1 and 3, the pupil may be suspended pending the school board's decision in the expulsion or exclusion hearing; provided that alternative educational services are implemented to the extent that suspension exceeds five days.

History: 1974 c 572 s 5; 1978 c 764 s 94; 1986 c 444; 1Sp1997 c 4 art 7 s 19-22; 1998 c 397 art 9 s 26; art 11 s 3

## **121A.47 EXCLUSION AND EXPULSION PROCEDURES.**

**Subdivision 1. Requiring a hearing; pupil may waive hearing.** No exclusion or expulsion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the pupil and parent or guardian. The action shall be initiated by the school board or its agent.

**Subd. 2. Written notice.** Written notice of intent to take action shall:

- (a) be served upon the pupil and the pupil's parent or guardian personally or by mail;
- (b) contain a complete statement of the facts, a list of the witnesses and a description of their testimony;
- (c) state the date, time, and place of the hearing;
- (d) be accompanied by a copy of sections [121A.40](#) to [121A.56](#);
- (e) describe alternative educational services accorded the pupil in an attempt to avoid the expulsion proceedings; and
- (f) inform the pupil and parent or guardian of the right to:
  - (1) have a representative of the pupil's own choosing, including legal counsel, at the hearing. The district shall advise the pupil's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Department of Education;
  - (2) examine the pupil's records before the hearing;
  - (3) present evidence; and
  - (4) confront and cross-examine witnesses.

**Subd. 3. Hearing schedule.** The hearing shall be scheduled within ten days of the service of the written notice unless an extension, not to exceed five days, is requested for good cause by the school board, pupil, parent or guardian.

**Subd. 4. Convenient time and place of hearing.** The hearing shall be at a time and place reasonably convenient to pupil, parent or guardian.

**Subd. 5. Closed or open hearing.** The hearing shall be closed unless the pupil, parent or guardian requests an open hearing.

**Subd. 6. Impartial hearer.** The hearing shall take place before:

- (1) an independent hearing officer;
- (2) a member of the school board;
- (3) a committee of the school board; or
- (4) the full school board;

as determined by the school board. The hearing shall be conducted in a fair and impartial manner.

**Subd. 7. Creating hearing record.** The school board shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense. Testimony shall be given under oath. The hearing officer or a member of the school board shall have the power to issue subpoenas and administer oaths.

**Subd. 8. Access to pupil's records.** At a reasonable time prior to the hearing, the pupil, parent or guardian, or representative, shall be given access to all public school system records pertaining to the pupil, including any tests or reports upon which the proposed action may be based.

**Subd. 9. Pupil's right to compel testimony.** The pupil, parent or guardian, or representative, shall have the right to compel the attendance of any official employee or agent of the public school system or any public employee or any other person who may have evidence upon which the proposed action may be based, and to confront and to cross-examine any witness testifying for the public school system.

**Subd. 10. Pupil's right to present evidence and testimony.** The pupil, parent or guardian, or representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

**Subd. 11. Pupil not compelled to testify.** The pupil cannot be compelled to testify in the dismissal proceedings.

**Subd. 12. Hearer's recommendation limited to evidence at hearing; service within two days.** The recommendation of the hearing officer or school board member or committee shall be based solely upon substantial evidence presented at the hearing and must be made to the school board and served upon the parties within two days of the end of the hearing.

**Subd. 13. Basis of school board decision; opportunity for comment.** The school board shall base its decision upon the recommendation of the hearing officer or school board member or committee and shall render its decision at a meeting held within five days after receiving the recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's recommendations provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the commissioner of education of the basis and reason for the decision.

**Subd. 14. Admission or readmission plan.** (a) A school administrator shall prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan may include measures to improve the pupil's behavior, including completing a character education program, consistent with section [120B.232, subdivision 1](#), and require parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior.

(b) The definition of suspension under section [121A.41, subdivision 10](#), does not apply to a student's dismissal from school for one school day or less, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. A readmission plan must provide, where appropriate, alternative education services, which must not be used to extend the student's current suspension period.

Consistent with section 125A.091, subdivision 5, a readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School officials must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect or medical or educational neglect.

History: 1974 c 572 s 6; 1986 c 444; 1994 c 647 art 4 s 37; 1Sp1995 c 3 art 16 s 13; 1Sp1997 c 4 art 7 s 23-28; 1998 c 397 art 9 s 26; art 11 s 3; 1998 c 398 art 2 s 42; 2003 c 130 s 12; 1Sp2005 c 5 art 2 s 30

#### **121A.48 GOOD FAITH EXCEPTION.**

A violation of the technical provisions of the Pupil Fair Dismissal Act, made in good faith, is not a defense to a disciplinary procedure under the act unless the pupil can demonstrate actual prejudice as a result of the violation.

History: 1Sp1995 c 3 art 9 s 30; 1Sp1997 c 4 art 7 s 29; 1998 c 397 art 9 s 26

#### **121A.49 APPEAL.**

A party to an exclusion or expulsion decision made under sections 121A.40 to 121A.56 may appeal the decision to the commissioner of education within 21 calendar days of school board action. Upon being served with a notice of appeal, the district shall provide the commissioner and the parent or guardian with a complete copy of the hearing record within five days of its receipt of the notice of appeal. All written submissions by the appellant must be submitted and served on the respondent within ten days of its actual receipt of the transcript. All written submissions by the respondent must be submitted and served on the appellant within ten days of its actual receipt of the written submissions of the appellant. The decision of the school board must be implemented during the appeal to the commissioner.

In an appeal under this section, the commissioner may affirm the decision of the agency, may remand the decision for additional findings, or may reverse or modify the decision if the substantial rights of the petitioners have been prejudiced because the administrative findings, inferences, conclusions, or decisions are:

- (1) in violation of constitutional provisions;
- (2) in excess of the statutory authority or jurisdiction of the school district;
- (3) made upon unlawful procedure, except as provided in section 121A.48;
- (4) affected by other error of law;
- (5) unsupported by substantial evidence in view of the entire record submitted; or
- (6) arbitrary or capricious.

The commissioner or the commissioner's representative shall make a final decision based upon the record. The commissioner shall issue a decision within 30 calendar days of receiving the entire record and the parties' written submission on appeal. The commissioner's decision shall be final and binding upon the parties after the time for appeal expires under section 121A.50.

History: 1974 c 572 s 7; 1986 c 444; 1Sp1995 c 3 art 16 s 13; 1Sp1997 c 4 art 7 s 30; 1998 c 397 art 9 s 26; art 11 s 3; 1998 c 398 art 2 s 43; 2003 c 130 s 12

#### **121A.50 JUDICIAL REVIEW.**

The decision of the commissioner of education made under sections 121A.40 to 121A.56 is subject to judicial review under sections 14.63 to 14.69. The decision of the commissioner is stayed pending an appeal under this section.

History: 1974 c 572 s 8; 1983 c 247 s 60; 1Sp1995 c 3 art 16 s 13; 1Sp1997 c 4 art 7 s 31; 1998 c 397 art 9 s 26; art 11 s 3; 2003 c 130 s 12

#### **121A.51 REPORTS TO SERVICE AGENCY.**

The school board shall report any action taken pursuant to sections 121A.40 to 121A.56 to the appropriate public service agency, when the pupil is under the supervision of such agency.

History: 1974 c 572 s 9; 1998 c 397 art 9 s 26; art 11 s 3

#### **121A.52 NONAPPLICATION OF COMPULSORY ATTENDANCE LAW.**

The provisions of section 120A.22, subdivision 5, shall not apply to any pupil during a dismissal pursuant to sections 121A.40 to 121A.56.

History: 1974 c 572 s 10; 1989 c 209 art 2 s 11; 1998 c 397 art 9 s 26; art 11 s 3

#### **121A.53 REPORT TO COMMISSIONER OF EDUCATION.**

Subdivision 1. **Exclusions and expulsions.** The school board must report through the department electronic reporting system each exclusion or expulsion within 30 days of the effective date of the action to the commissioner of education. This report must include a statement of alternative educational services given the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status.

Subd. 2. **Report.** The school board must include state student identification numbers of affected pupils on all dismissal reports required by the department. The department must report annually to the commissioner summary data on the number of dismissals by age, grade, gender, race, and special education status of the affected pupils. All dismissal reports must be submitted through the department electronic reporting system.

History: 1974 c 572 s 11; 1Sp1995 c 3 art 16 s 13; 1Sp1997 c 4 art 7 s 32; 1998 c 397 art 9 s 26; 1998 c 398 art 2 s 44; 2003 c 130 s 12; 1Sp2005 c 5 art 2 s 31

#### **121A.54 NOTICE OF RIGHT TO BE REINSTATED.**

Whenever a pupil fails to return to school within ten school days of the termination of dismissal, a school administrator shall inform the pupil and the pupil's parents by mail of the pupil's right to attend and to be reinstated in the public school.

History: 1974 c 572 s 12; 1986 c 444; 1Sp1997 c 4 art 7 s 33; 1998 c 397 art 9 s 26

#### **121A.55 POLICIES TO BE ESTABLISHED.**

(a) The commissioner of education shall promulgate guidelines to assist each school board. Each school board shall establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of sections 121A.40 to 121A.56. The policies shall emphasize preventing dismissals through early detection of problems and shall be designed to address students' inappropriate behavior from recurring. The policies shall recognize the continuing responsibility of the school for the education of the pupil during the dismissal period. The alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress towards meeting the graduation standards adopted under section 120B.02 and help prepare the pupil for readmission.

(b) An area learning center under section 123A.05 may not prohibit an expelled or excluded pupil from enrolling solely because a district expelled or excluded the pupil. The board of the area learning center may use the provisions of the Pupil Fair Dismissal Act to exclude a pupil or to require an admission plan.

(c) Each school district shall develop a policy and report it to the commissioner on the appropriate use of peace officers and crisis teams



to remove students who have an individualized education program from school grounds.

History: 1974 c 572 s 13; 1986 c 444; 1994 c 647 art 4 s 38; 1Sp1995 c 3 art 16 s 13; 1Sp1997 c 4 art 7 s 34; 1998 c 397 art 9 s 26; art 11 s 3; 1998 c 398 art 2 s 45; 1Sp2003 c 9 art 2 s 4; 1Sp2011 c 11 art 3 s 12

## 121A.56 APPLICATION.

Subdivision 1. **Prohibition against discrimination remains in effect.**

Sections 121A.40 to 121A.56 shall not be deemed to amend or otherwise affect or change section 363A.13, subdivision 2.

Subd. 2. **Portions of school program for credit.** Sections 121A.40 to 121A.56 shall apply only to those portions of the school program for which credit is granted.

History: 1974 c 572 s 14,15; 1998 c 397 art 9 s 26; art 11 s 3



## RESOURCES AND ASSISTANCE TO RESOLVE ISSUES

### Equal Opportunity/ Non-Discrimination Policy

SPPS does not discriminate on the basis of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, or disability.

Inquiries regarding our non-discrimination policies should be directed to 360 Colborne Street, Saint Paul, MN 55102 or call 651-767-8145.

To report discrimination, harassment or other violations:

- Of employees - contact Human Resources at 651-767-8200
- Of students - first contact the principal of the school/program and call Michelle Walker at 651-767-8145 to report discrimination, including Title IX (sex discrimination) violations or violations of student human rights.

### Students with Disabilities

#### Saint Paul Public School Resources

- Special Education Department 651-767-8321
- 504 Coordinator 651-767-8380

#### Non-Saint Paul Public School Resources

- MDE (MN Department of Education): 651-582-5200
- PACER (Parent Advocacy Coalition for Education Rights): 952-838-9000

### School Ombudsperson

The SPPS ombudsperson helps students, parents, and community members resolve school issues if they are unable to reach satisfaction by working with school administrators and staff members. The ombudsperson can help with:

- Negotiating a solution with a teacher or administrator
- Communicating more effectively with a teacher or administrator
- Understanding a school policy, regulation, or procedure
- Connecting the person with the appropriate school district staff member or office
- Gathering general information about the school district.

Contact the Ombudsperson by calling 651-767-8394 or online at [www.spps.org/ombudsperson](http://www.spps.org/ombudsperson).

#### Board of Education

Valeria S. Silva, Superintendent

### Saint Paul Public Schools Mission Statement

To provide a premier education for all

### Saint Paul Public Schools Vision Statement

- Imagine every student inspired, challenged, and cared for by exceptional educators
- Imagine your parent/guardian welcomed, respected and valued by exceptional schools
- Imagine our community united, strengthened, and prepared for an exceptional future

### Saint Paul Public Schools: Where imagination meets destination

### Strong Schools, Strong Communities 2.0 -- Strategic Plan GOALS

- Achievement
- Alignment
- Sustainability

"Achievement, alignment and sustainability. We will focus all of our efforts in these three areas to build the strong schools that will become the heart and the hope of our communities." - Superintendent Valeria S. Silva



**Saint Paul**  
PUBLIC SCHOOLS



# Personalized Learning and iPad Project



Kate Wilcox-Harris, Personalized Learning

Andrea Casselton, Technology Services

Board of Education update; August 19, 2014

The Office of Personalized Learning | 657-744-7107 | [pl@spps.org](mailto:pl@spps.org) | [personalizedlearning.spps.org](http://personalizedlearning.spps.org) | [twitter.com/spps\\_PL](https://twitter.com/spps_PL)



# Personalized Learning Mission

Transform the teaching and learning experience at Saint Paul Public Schools to be **student-centered**, **customizable** and **technology-enriched** in order to meet the diverse needs of all students.





# Why Personalized Learning

## Every learner is unique.

Personalized Learning aims to meet unique learner needs by tailoring instruction and learning supports.

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# Why Personalized Learning

## Relevant content and skills means engaged learners.



Personalized Learning respects each individual learner by providing opportunities for voice and choice.

# Why Personalized Learning

**Access to current  
technology prepares  
learners for future careers.**

Personalized Learning is enhanced by a  
technology-enriched environment.



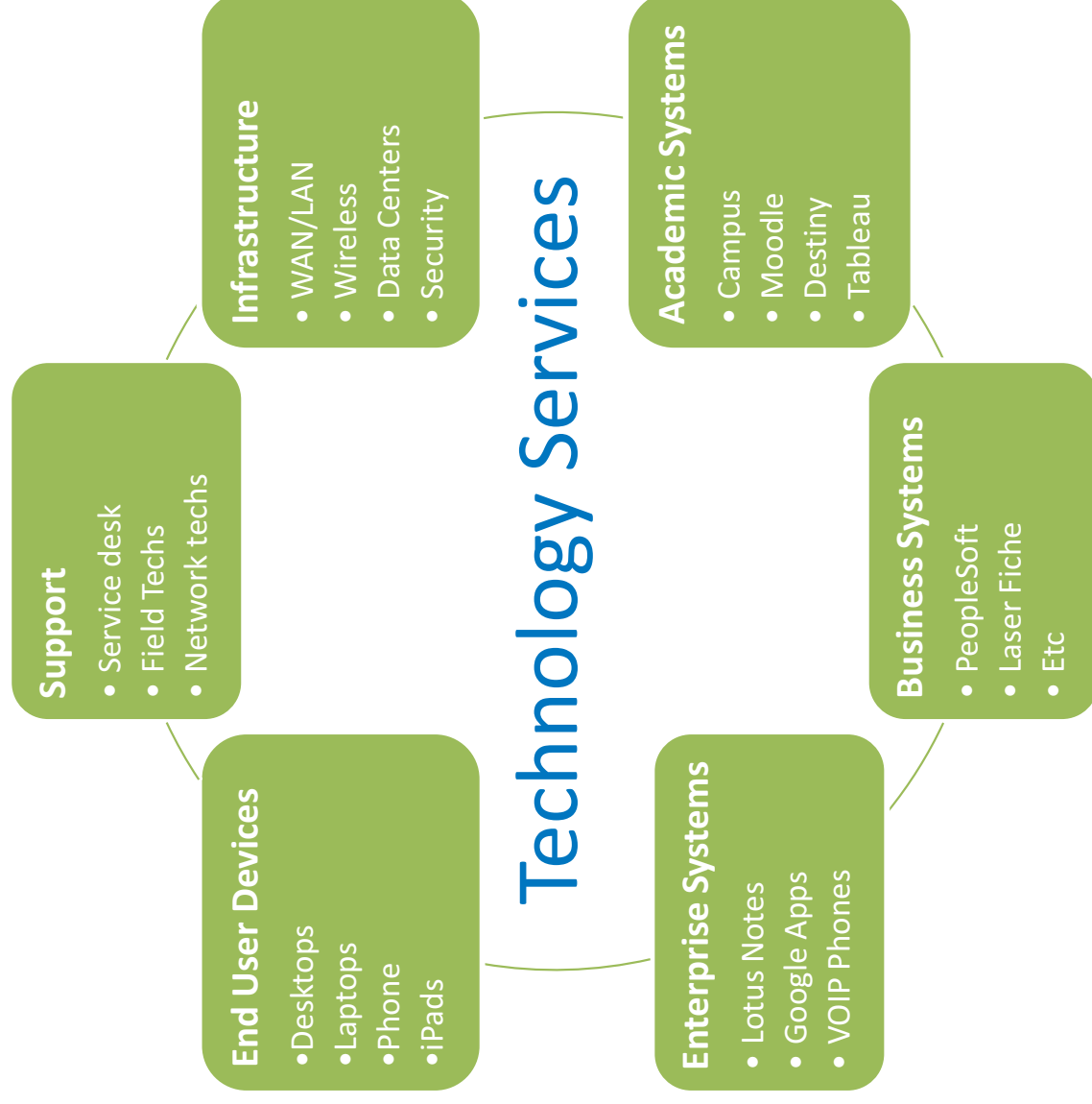
# Personalized Learning 1:1 Learning Environment

## Leaders

- **Kate Wilcox-Harris**,  
Assistant Superintendent,  
Office of Personalized  
Learning
- **Hans Ott**, Director, Office  
of Teaching and Learning
- **Idrissa Davis**, Deputy  
Chief, Technology  
Services



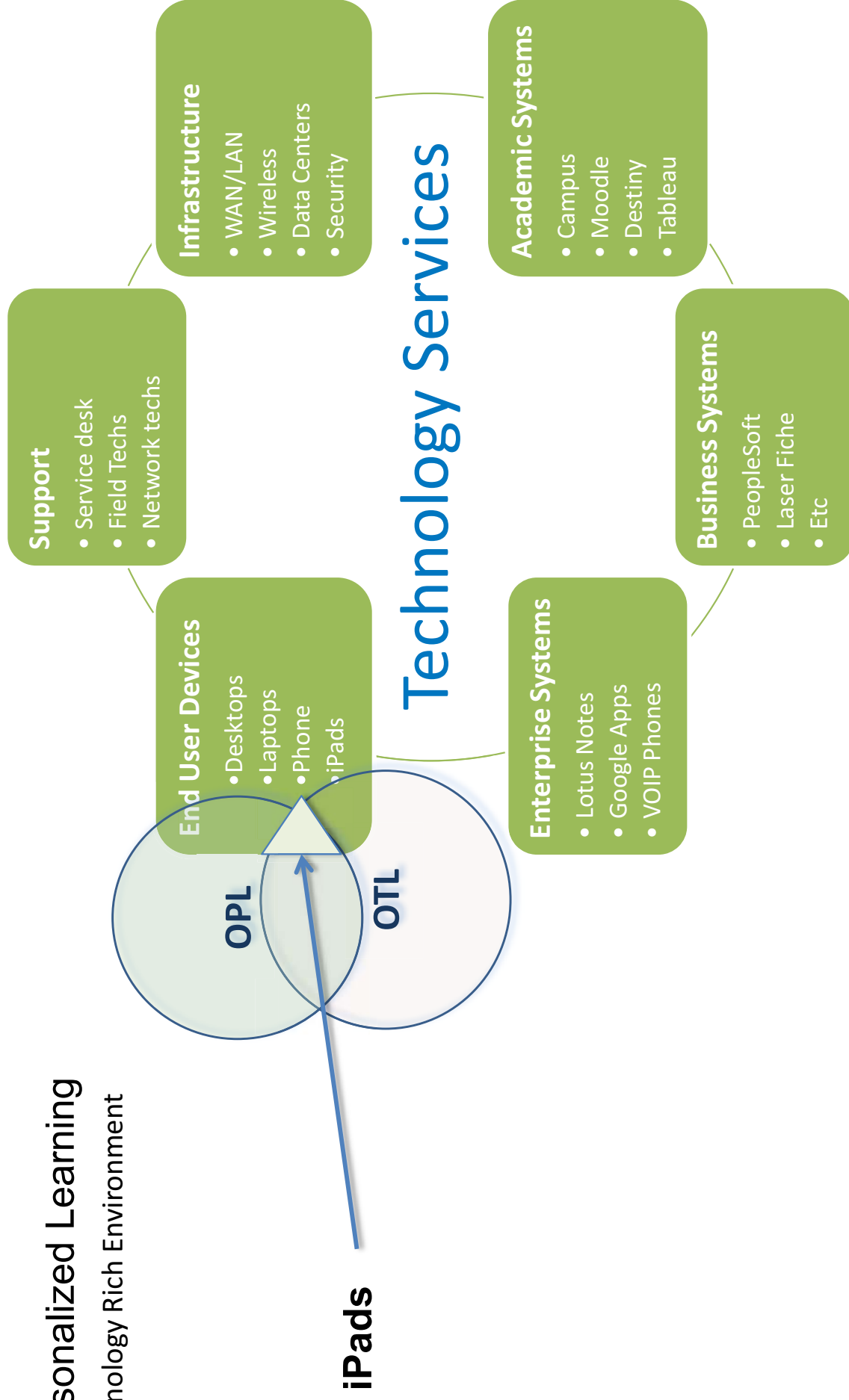
# Technology and Support Workstreams





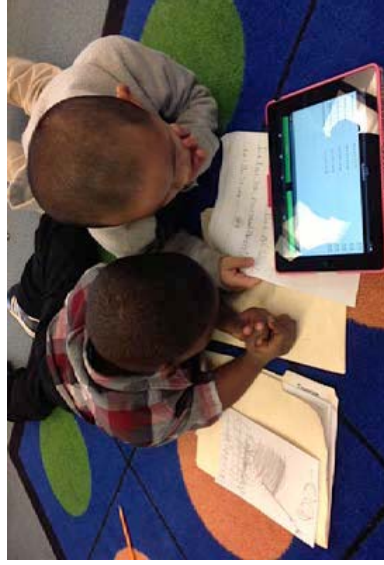
# Technology and Support Workstreams

Personalized Learning  
Technology Rich Environment





# The face of Personalized Learning



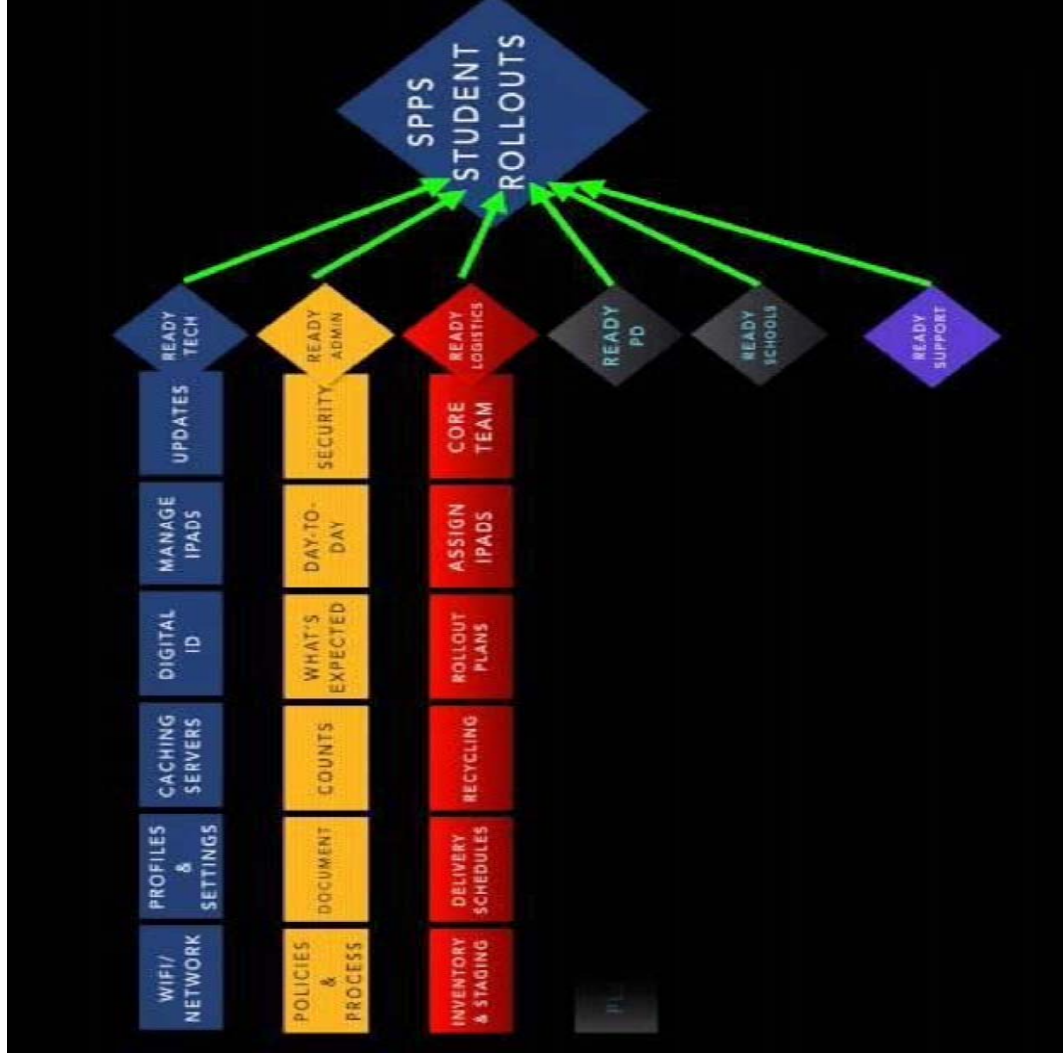
# Year 1 schools receiving iPads in 2014-15

Year 1 students receiving iPads between Oct. 2014 – Feb. 2015; all other schools will receive iPads in the 2015-16 school year.

Adams	Galtier	LEAP
AGAPE	Gordon Parks	Linwood Monroe
Capitol Hill	Hamline	Maxfield
Central	Harding	Mississippi
Chelsea Heights	Highland Park Middle	Murray
Cherokee Heights	Highland Park Senior	Obama
Como Park Sr.	Horace Mann	Open World
Creative Arts	Humboldt	Parkway
Crossroads	Jackson	Phalen Lake
Eastern Heights	John A. Johnson	Randolph Heights
Farnsworth	Johnson Senior	Riverview
Frost Lake	Journeys	St. Anthony Park
		Washington Technology

# Project Management Overview

[John McMahon](#)





## SPPS Chiefs (Chief Academic Officer, Chief Operations Officer)

## Steering Committee (SPPS Cross-Departmental Leaders)

## Project Directors (PL Asst. Supt., Deputy CIO), PL Assistant Director

### Project Manager

CURRICULUM, INSTRUCTION, PROFESSIONAL DEVELOPMENT (CIPD)	LOGISTICS	TECHNOLOGY/ DEVICES	TECH SUPPORT	POLICY AND PROCEDURES	COMMUNICATIONS
<ul style="list-style-type: none"> <li>• Lead: Karen Randall</li> <li>• Sub lead: Chris Turnbull</li> <li>• Create list of core apps and workflow for each</li> <li>• Develop curriculum for classroom management, digital citizenship, core apps</li> <li>• Develop courses and materials for professional development</li> <li>• Increase self-help resources for PD</li> <li>• Schedule and plan PD for iPads</li> </ul>	<ul style="list-style-type: none"> <li>• Lead: Jessica McMahon</li> <li>• Identify tasks, issues, solutions for receiving, storing and transporting devices</li> <li>• Plan device handout events for staff and families</li> <li>• Plan for collection, disposal of old equipment</li> <li>• Plan for mobile iPad support team on site during handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Lead: Brad Schmidt</li> <li>• Identify tech training needs</li> <li>• Configure and managing devices, including security, profiles, apps, networks, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead: Craig Rogers</li> <li>• Work flow, service tickets for asset management</li> <li>• End user tech support</li> </ul>	<ul style="list-style-type: none"> <li>• Lead: Deb Kozak</li> <li>• Acceptable use policy</li> <li>• iPad loan agreement</li> <li>• Replacement and damage procedure</li> <li>• Use guidelines for students and families</li> <li>• Project success metrics</li> </ul>	<ul style="list-style-type: none"> <li>• Leads: Syreeta Wilkins, Lynn Brun</li> <li>• Engagement activities</li> <li>• Communications plan</li> <li>• FAQs and online content</li> <li>• Handouts for teachers and students</li> </ul>

# Curriculum, Instruction, Professional Development Workstream

**Before iPads are given to students:**

- Every teacher required to complete **9 hours** of professional development (PD)
- **Additional opportunities** for PD available to all teachers
- **Apple PD support:**
  - 2 PD coaches for one year; 1 PD coach for 2 years (1 left to hire)



# Curriculum, Instruction, Professional Development Work Stream

## Key accomplishments in summer 2014:

- Launched Professional Development (PD) Plan:
  - Essentials of Personalized Learning on-line modules
  - iPad Basics or iPad Refresher Class required when receiving device
  - iPad Cafés, iPad Apps, optional, in person and online experiences
  - Instruction in a 1:1 iPad Learning Environment, 6 -hour in person course
  - Education Strategic Planning for Administrators for transformative 1:1 iPad experience
  - **Personalized Learning Vanguard Team** for: Teaching & Learning; Personalized Learning; Multi-Lingual; OSS, Tech Services staff as instructional leaders

# Curriculum, Instruction, Professional Development Work Stream

## Key accomplishments in summer 2014:

- iPad Cafés (5); “APPetizer” to personalize learning for 300+ teachers
- Technology HOOPLA (Aug. 14 and 18) on current technology integration
- June professional development sessions for administrators and teachers
  - iPad 1:1 environment as tool for personalizing learning
  - Feedback used in overall PD plan
- Criteria for apps selection and process for adding
- Core set of apps for initial use
- iPad basics and refresher courses for iPads for Educators events
- Essentials of Personalized Learning online module for opening week





# Curriculum, Instruction, Professional Development Work Stream





# Curriculum, Instruction, Professional Development Work Stream

## Next steps:

- Ongoing implementation of PD plan for 2,000+ educators including:
  - Substitute teachers, Educational Assistants, Teaching Assistants
- Providing guidance for the digital workflow between teachers-students
- Collaborating with the Office of Teaching and Learning to create instructional materials that integrate iPads as tools to enhance learning
- Working with all departments to support iPad use in own work



# Technology and Support Work Streams

## Key accomplishments in summer 2014:

- **All devices delivered!**
  - 22,340 iPads and cases
  - 5,420 iPad Minis and cases
  - 1,385 MacBook Pros
- **Facilities Dept. great partner for advice and support**
- **Upgraded warehouse security system**
- **Prepped 1385 MacBooks** for teachers
- **Tech. Srvs. staff received training on JAMF/Casper Software**
- **Additional servers ordered to add capacity and create “redundancy”**



# Technology and Support Work Streams

## Key accomplishments in summer 2014:

- **Ordered Apple caching servers** to manage network traffic
- Apple completed **on-site network assessment**; recommendations finalized end of week of Aug. 18
- **Year 1 schools readiness**, creating extensive **Apple checklist** with each school prior to rollout
- **Updated user documentation** for both MacBooks and iPads
- **Full-time Apple technical resource** now onsite for next year
- **Apple phone support**; 6 am-8 pm M-F; 8 am-8 pm Sat/Sun

# Technology and Support Work Streams

## Next steps:

- **Finishing school network upgrade**; fine tuning network
- Continue updating **Technology Services website** with more MacBook and iPad support information
- **Complete set up Apple Care+** and Apple reporting processes
- All field techs **completing iOS certification courses**
- Implementing **anti-theft features**, e.g., remote disabling with disclaimer on iPad; device enrollment program with Apple



# Logistics Work Stream

## Key accomplishments in summer 2014:

- **Planned** first staff iPad deployment
  - Year 1 sites; Multilingual and Special Education
  - Administrators, Assistant Administrators, and Administrative Interns
- **Finalized delivery and storage** of devices
- **Organized iPads for Educators** events (4) to distribute iPads to 1,800 educators
  - Determine set-up stations and iPad Basics or Refresher classes
- **Created framework for student iPad** handout events
  - Evenings: 1-4 days
  - Improving process based on experience
  - Addressing translation and transportation needs
- Researched **classroom storage and power** options



# Logistics Workstream

## Next steps:

- Finalize school rollout schedule
- Plan and implement each school's deployment events
- Collect previously owned devices and redirect their use
  - Address iPads purchased by PTAs, partners and grant agencies



# Policy and Procedures Work Stream

## Key accomplishments in summer 2014:

- **Do not have to create new policies**, existing policies adequate:
  - Policy 520.00: Technology Usage and Safety
  - Guidelines for Acceptable Use of Technology by Students
  - Policy 505: Bullying Prohibition
  - Student Behavior Handbook: Policy 506
  - Policy 501: Hazing Prohibition
  - Procedure 506.02: Compensation for Lost and Damaged School Property
  - Student data privacy
- **Provided research and guidance on:**
  - iPad Damaged/Lost/Stolen Policy
  - Guidelines for Acceptable Use of Technology by Employees, Contractors, and Board Members (Addendum to Procedure 520)
  - Apple IDs





# Policy and Procedure Work Stream

## Next steps:

- Review of **advertising policy** (716.00) to ensure relevance to digital devices
- Finalize **Damaged/Lost/Stolen iPads protocols (proposed)**:
  - Course of action in policy 506.02 *Compensation for Lost and Damaged School Property*; family may be responsible for cost
  - No fee for insurance required
  - Increasing behavioral consequences:

**First Incident:** Review iPad care and security info with administrator to receive replacement device.

**Second Incident:** In-school use only; not to exceed three weeks; student reviews the iPad care and security info with administrator

**Third Incident:** iPad for in-school use only; device checked in/out; student and parent/guardian completes iPad Academy class before out-of-school use permitted

# Policy and Procedure Work Stream

## Next steps:

- **Finalize Student/Family iPad Handbook:**
  - Introduction and Purpose – Why 1:1 iPads
  - SPSS Policies and Legal Compliance (FERPA, CIPA, COPPA, eRate, ADA)
  - Digital IDs (SPSS Apps, Apple ID)
  - Receiving and Returning the iPad
  - Responsible Use of the iPad at School and Home, including prohibited behaviors and uses
  - iPad Care and Handling
  - iPad Security
  - Social Media Guidelines for Students
  - Privacy – Cameras and Microphones
  - Apps, Content, Photos, and Data
  - Guidance for Parents and Guardians on Home Use
  - Lost, Stolen, and Damaged Devices consequences



# Communications Work Stream

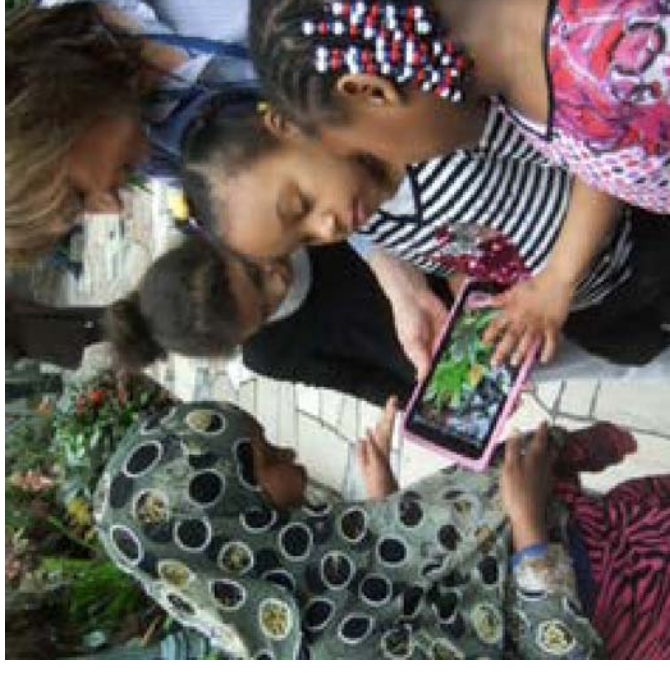
## Key accomplishments in summer 2014:

- **Communications Plan** to keep audiences informed of progress, events
- **Principals Toolkit** to help engage families, students and staff :
  - Key messages and elevator speech
  - FAQs
  - Newsletter article
  - Handouts explaining how iPads can personalize learning
- **Communications Protocol** how Office of Personalized Learning can maximize responsiveness to questions
- Initiated work on **Anti-theft Campaign**
  - Debut prior to iPad distribution
  - Highlights safety tips
  - Video, posters, flyers, etc.
  - Reaching out to community agencies and businesses

# Communications Work Stream

## Next steps:

- Assist schools in collecting **parent/guardian email for student Apple IDs**
- **Informing district partners**, especially those working with students
- **Video for families** to help understand how iPad will personalize their child's learning
- Distributing **Family/Student Handbook**
- Planning how best to **highlight and promote student work** done through the iPad
- **Working with schools to ensure translators and interpreters are available**



# Questions

Office of Personalized Learning

657-744-7107

pl@spps.org

personalizedlearning.spps.org

twitter.com/spps\_pl

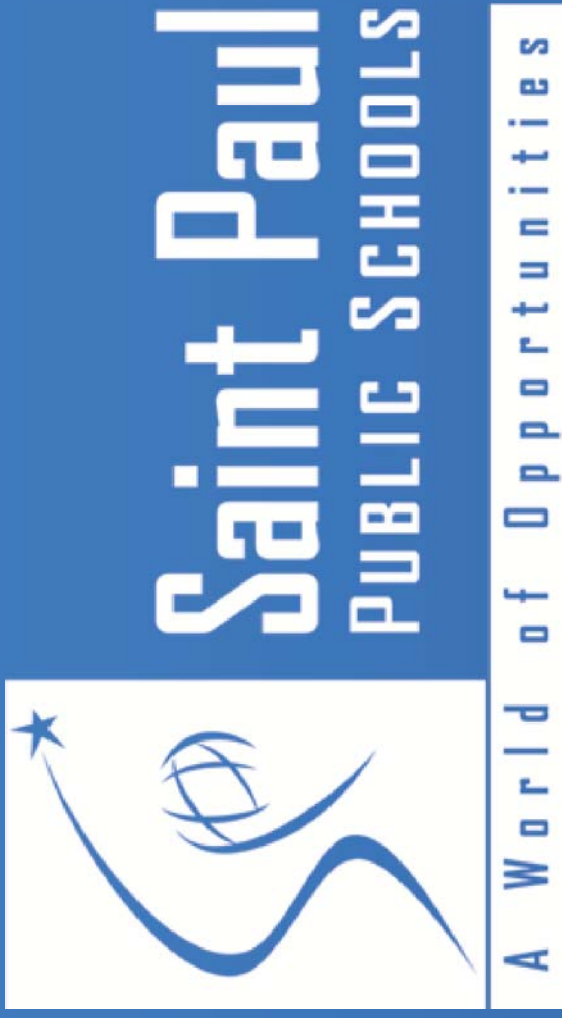
Tailoring instruction  
& learning supports

Student  
Voice & Choice

Engagement  
in a technology  
rich environment







# Report on School Readiness 2014-15

Jean Ronnei  
Chief Operations Officer



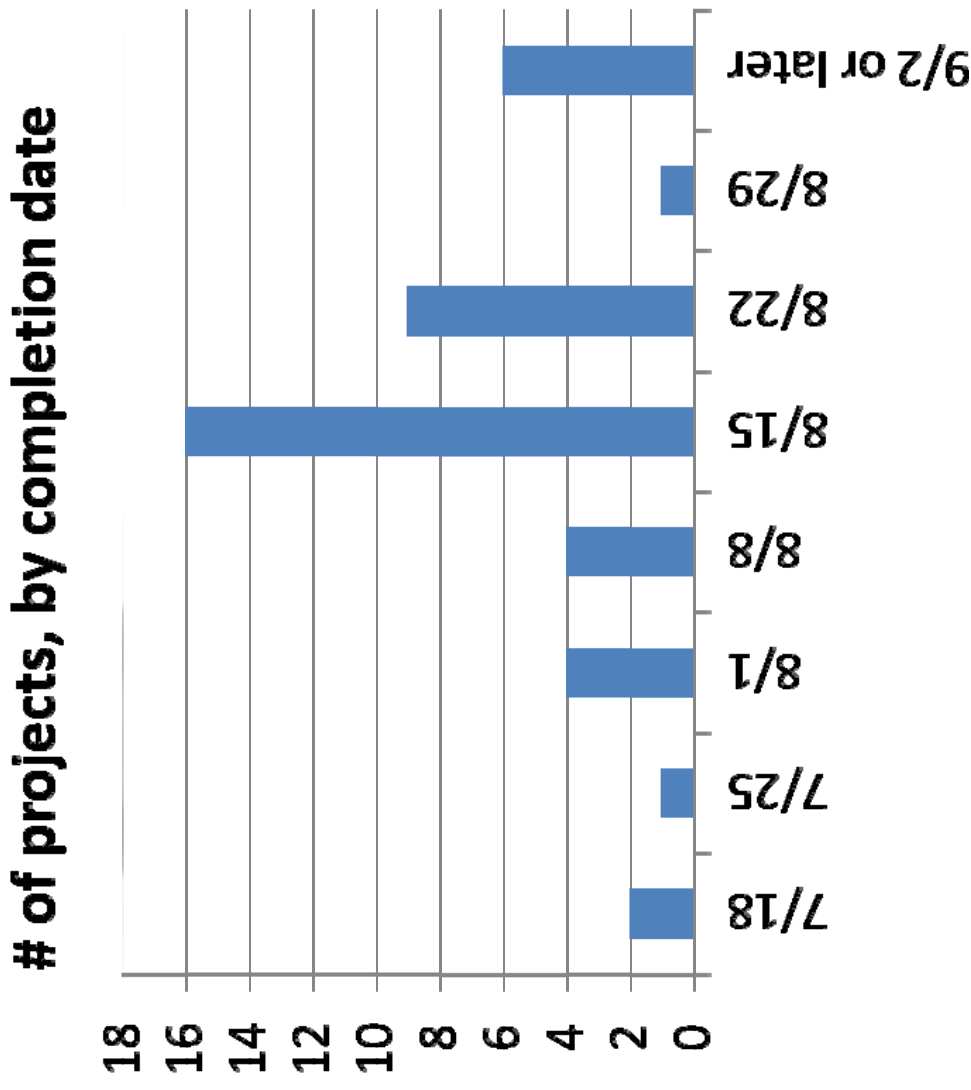
# Purpose

- Provide an overview for the Board of Education on the state of readiness for the first day of school, Tuesday, September 2, 2014.
- Operations
  - Facilities
  - Technology Services
  - Nutrition Services
  - SEM
  - Transportation
  - Human Resources

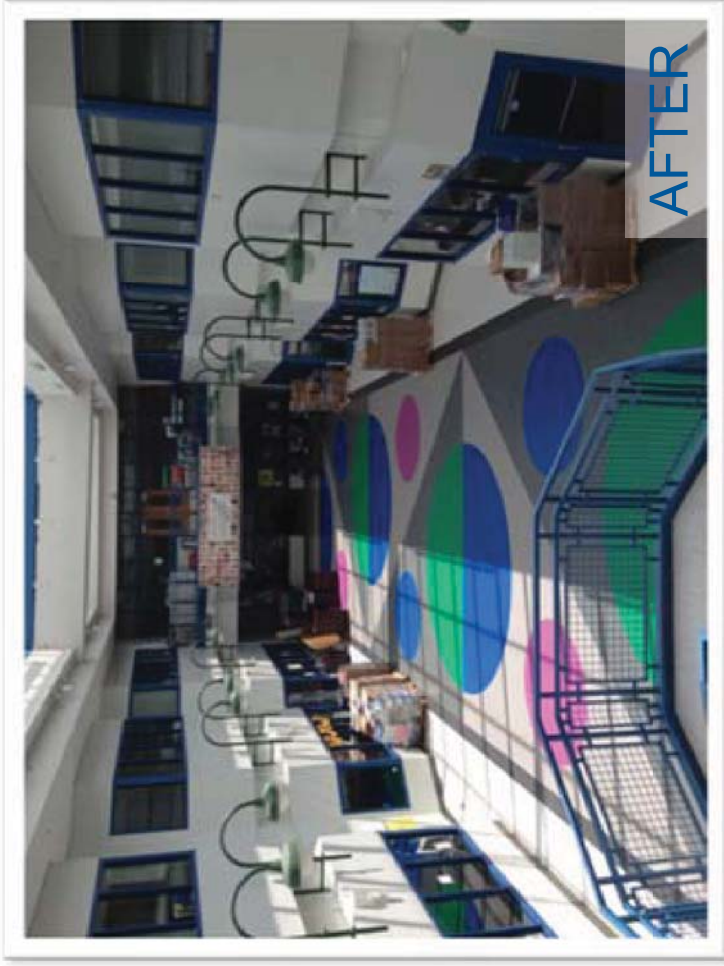
# Facilities

## Summer Construction:

- 43 different projects
- Capital, Alternative Facilities, and Health & Safety Funded



# Summer 2014 Construction Projects



## Examples of Projects:

- **EXPO:** Ventilation System Improvements
- **Open World Learning:** Renovation of Humboldt Jr.
- **Murray:** Renovation of 6<sup>th</sup> grade learning area & cafeteria
- **Creative Arts:** Renovation of performance spaces

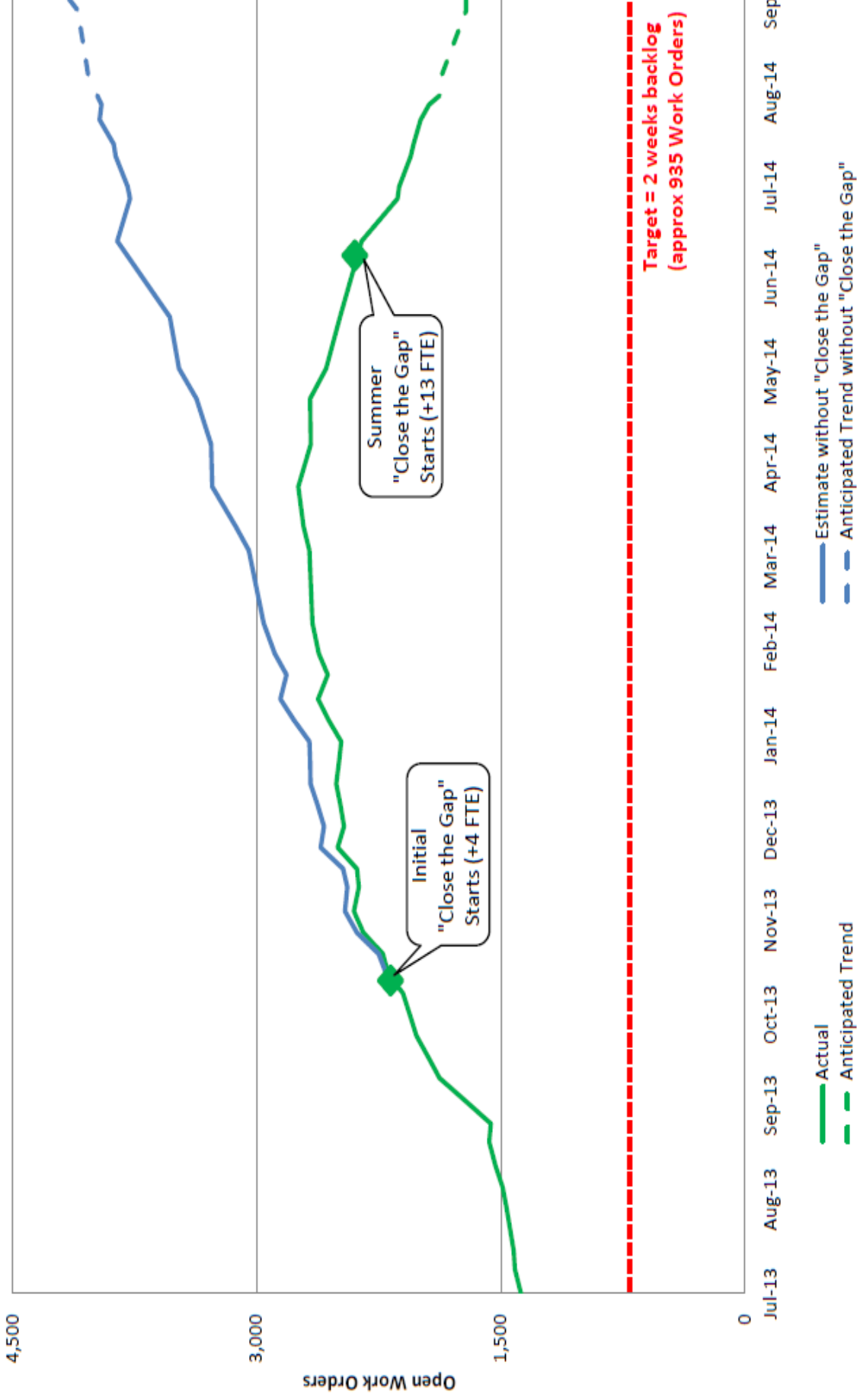
# Furniture

- All new furniture at:
  - Galtier
  - Humboldt Secondary
  - Open World Learning
- Includes:
  - Student chairs
  - Tables
  - Teacher furniture and storage



# "Close the Gap" Work Order

## Improvement







- A fun day for staff, students, families, and community members to come together and help get ready for the first day of school.
- Foster a sense of ownership of buildings and grounds.
  - Planting and weeding gardens
  - Light interior cleaning and preparations



# Technology Services

- 1,385 new teacher MacBook Pro's set up
- 1,822 new teacher iPads set up
- Significant upgrades to internet bandwidth and hardware, including:
  - 1,749 wireless access points
  - 2,052 network switches

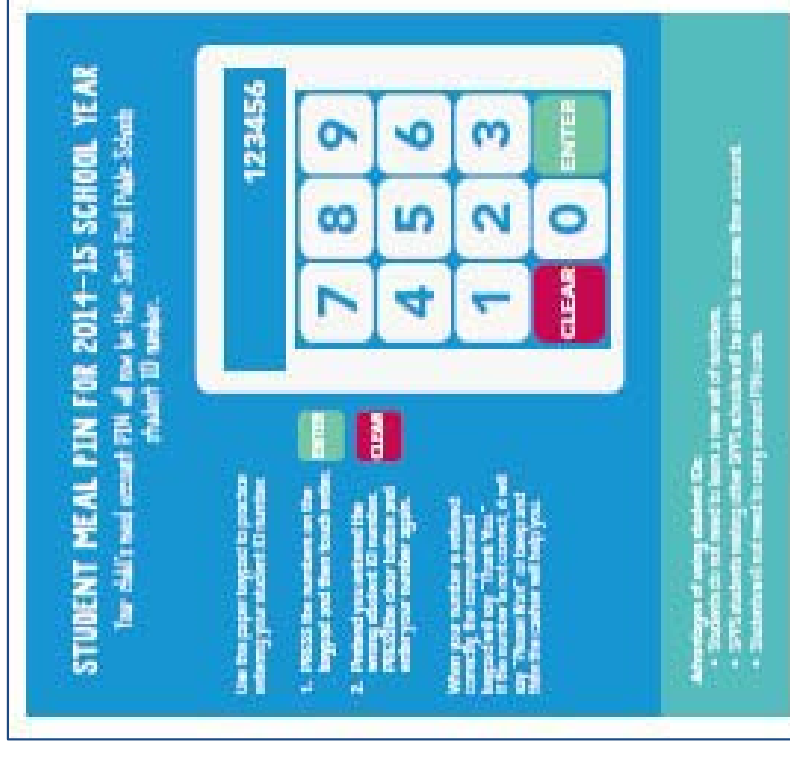


# Nutrition Services

## Student Meal PINS

- A meal PIN will now be a student's SPPS student ID
  - Students do not need to learn a new set of numbers
  - SPPS students visiting other SPPS schools will be able to access their account
  - Students will not need to carry around PIN cards

Translated practice keypads will be provided to schools for back to school packets



# Meal Eligibility and Applications

- 17,205 Direct Certification Notifications mailed to homes August 8
- 15,603 Free and Reduced Meal Applications mailed homes August 11
- All homes received first week menu and newsletter



# Expanding Access to Meals

- Reduced-price lunches are now offered at **no cost**
- B2G still **no-cost** to all students
- More after school meal programs converting to supper
- Universal free meals at 8 pilot sites
  - Community Eligibility Program (CEP)





# Food Truck Started Rolling August 18





# Security and Emergency Management

- Expanding training efforts to audiences:
  - Principals, AP's, Interns, Custodial, and Nutrition Services
- Calling on experts
  - Ken Stephens, Contemporary Tactics
  - Human Resources
  - Saint Paul Police
  - SEM Staff



# Transportation

- Improved communication: contractors, staff, parents, and schools
  - Contractors have “read only” access to Versatrans
    - *Print route directions*
    - *Create list of students on bus route*
  - Families and schools can check late bus blogs for faster, more accurate late arrival information

# School Meet & Greet Sessions

- Bus drivers and Transportation staff will meet with assigned schools before school year starts.
  - Align behavior expectations with PBIS
  - Confirm site-specific details like loading and unloading
  - Introduce staff
  - Clarify roles, responsibilities
  - Address concerns



# First Day Bus Ride-Alongs

- Cabinet Members will help ease students into their first day of school, provide information about bus safety and talk with families.
- Help with B2G and eat with students



# Staffing Update

## District openings by position, per Asst. Superintendent.

Chart date: 8/13/14

Assistant Supt.	Classroom Teachers	Special Ed Teachers	Specialist Teachers	SW	Counselors	Nurses	Media	Para	Other Staff	Total FTE
Battle	5.50	2.50	2.00	0.00	1.00	0.00	0.00	5.44	6.75	23.19
Sayles-Adams	2.00	3.00	2.50	2.20	0.00	0.00	0.00	8.75	0.00	18.45
Collins	2.00	2.00	4.38	2.10	0.00	0.00	1.00	8.68	0.00	20.16
Freeman	5.00	0.50	4.00	1.80	0.50	0.00	3.00	11.93	1.88	28.61
Keenan	0.00	2.50		0.00	0.00	0.00	0.00	3.75	2.80	9.05
<b>TOTAL</b>	<b>14.50</b>	<b>10.50</b>	<b>12.88</b>	<b>6.10</b>	<b>1.50</b>	<b>0.00</b>	<b>4.00</b>	<b>38.55</b>	<b>11.43</b>	<b>99.46</b>



# Workforce Planning Team Actions

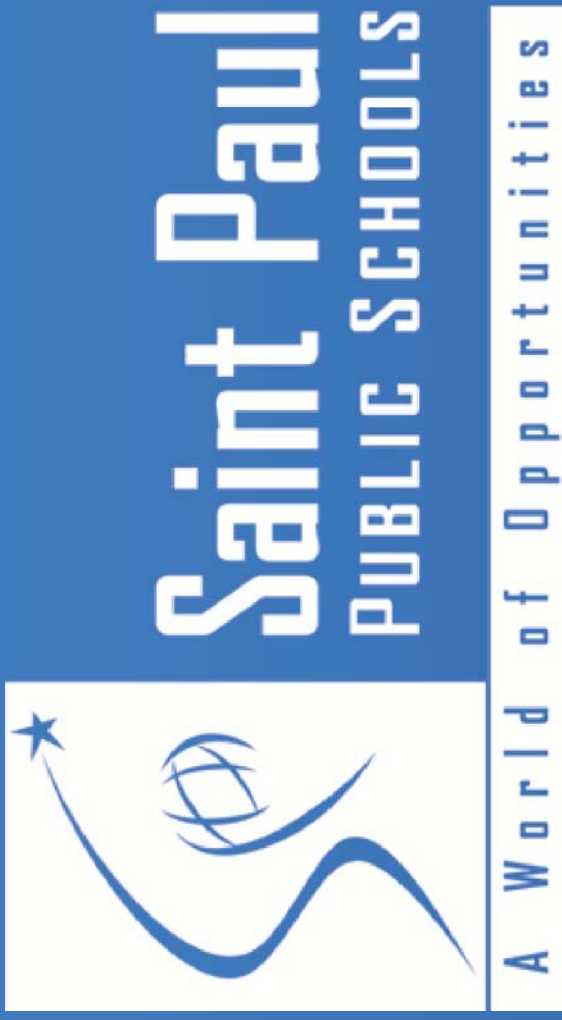
- **Teachers** - Refreshing postings on sites that are frequented by teacher candidates. Revisiting candidates in the teacher pool and forwarding those still available to schools for interviews.
- **Social Workers** – Aligning candidates from the existing pool with available positions. The pool seems sufficient to cover remaining need.
- **Counselors** - Listed 1.5 FTEs were filled on 8/14. We no longer have Counselor openings.

# Workforce Planning Team Actions

- **Media** – Reposting jobs online. As these have been difficult positions to fill, exploring an exception from MDE to use Community Specialist in these roles. Leslie Yoder (SPPS School Library Coordinator) is leading this effort.
- **Paras** – On-going need throughout the year. Administer the Para Professional exam and post positions as needed.
- **Other Staff** – Regularly posting openings and passing qualified candidates on to building leadership for interviews.

# On Tuesday, Sept. 2, at 7:30 AM:

- Buildings will be clean and ready for use
- Technology and support are keyed up for learning
- Nutritious, delicious meals are hot and ready to serve
- Security staff are creating positive relationships with students
- Buses are rolling; Drivers are welcoming students back
- All classrooms are staffed
- **SPPS is off to another successful year!**



# Questions?

# HUMAN RESOURCE TRANSACTIONS

(July 1, 2014 through July 31, 2014)

**August 19, 2014**

## NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Acosta, A. M.	Classroom Teacher	08/25/2014	\$35.14	Adams Spanish Immersion
Baker, R. L.	Classroom Teacher	08/25/2014	\$26.44	Humboldt Secondary
Chitwood, J.	Classroom Teacher	08/25/2014	\$43.17	Maxfield Elementary
Dilleuth, N.	Classroom Teacher	08/25/2014	\$26.44	Highland Park Senior
Ebert, K. R.	Classroom Teacher	08/25/2014	\$31.98	Battle Creek Elementary
Edmundson, R. W.	Classroom Teacher	08/25/2014	\$47.87	Parkway Montessori & Community Middle
Herman, A. M.	Classroom Teacher	08/25/2014	\$27.78	Ramsey Middle School
Hillerson, R. K.	Classroom Teacher	08/25/2014	\$29.75	Riverview School
Hogan, A.	Classroom Teacher	08/25/2014	\$29.75	Riverview School
Jents, S. J.	Classroom Teacher	08/25/2014	\$28.95	Central Senior High
Johnson, M. S.	Classroom Teacher	08/25/2014	\$30.18	Linwood Monroe Arts Upper
Larson, D. A.	Classroom Teacher	08/25/2014	\$31.96	Expo for Excellence
Lawson, J. I.	Classroom Teacher	08/25/2014	\$25.61	Daytons Bluff
Madsen, A. M.	Classroom Teacher	08/25/2014	\$48.62	Frost Lake Elementary
Maldonado Perez, G.	Classroom Teacher	08/25/2014	\$37.73	Adams Spanish Immersion
Mrozek, D. R.	Classroom Teacher	08/25/2014	\$32.67	Daytons Bluff
Nilius, J. C.	Classroom Teacher	08/25/2014	\$33.12	Nokomis Montessori South
Nolden, K. M.	Classroom Teacher	08/25/2014	\$25.61	Capitol Hill Magnet
Percy, C. C.	Classroom Teacher	08/25/2014	\$26.44	Battle Creek Middle
Range, E. R.	Classroom Teacher	08/25/2014	\$28.88	Harding Senior High
Ruud, R. C.	Classroom Teacher	08/25/2014	\$48.81	JJ Hill Montessori
Shaffer, S. M.	Classroom Teacher	08/25/2014	\$47.15	Johnson Senior
Sjoberg, K. A.	Classroom Teacher	08/25/2014	\$25.61	Highland Park Senior
Wang, Y.	Classroom Teacher	08/25/2014	\$25.61	Jie Ming Mandarin Immersion
Weyandt, D. S.	Classroom Teacher	08/25/2014	\$28.52	Harding Senior High
Whalen, N. D.	Classroom Teacher	08/25/2014	\$25.61	Washington Tech Secondary



**HUMAN RESOURCE TRANSACTIONS**  
**August 19, 2014**

**NEW APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Narabrook, G. K.	ELL Teacher	08/25/2014	\$28.52	Highland Park Senior
Willis, L. M.	ELL Teacher	08/25/2014	\$33.66	St. Paul Music Academy
Lawyer, G.	Early Education Teacher	08/04/2014	\$26.97	271 Belvidere Bldg
Freeberg, V. V.	Social Worker	08/25/2014	\$33.62	Humboldt Secondary
Anderson, K. M.	Special Education Teacher	08/25/2014	\$26.51	Frost Lake Elementary
Chapman, B. B.	Special Education Teacher	08/25/2014	\$36.91	Frost Lake Elementary
Chovan Spence, L.	Special Education Teacher	08/25/2014	\$25.61	Harding Senior High
Evans, C. A.	Special Education Teacher	08/25/2014	\$29.75	Galtier Elementary
Hinz, C. M.	Special Education Teacher	08/25/2014	\$28.95	Bridge View
Holmin, T. A.	Special Education Teacher	08/25/2014	\$25.61	Harding Senior High
Kuznetsov, S. A.	Special Education Teacher	08/25/2014	\$25.96	Como Park Senior High
Lindstrom, J. A.	Special Education Teacher	08/25/2014	\$31.98	Bridge View
Lyngaas, K. A.	Special Education Teacher	08/25/2014	\$43.00	RiverEast Elem/Secondary
Mahdi, A. S.	Special Education Teacher	08/25/2014	\$35.90	Obama Service Learning
O'Toole, S. J.	Special Education Teacher	08/25/2014	\$50.02	Focus Beyond (18-Adult)
Pfandler, L. L.	Special Education Teacher	08/25/2014	\$31.01	Farnsworth Aerospace Upper
Rauchman, K. A.	Special Education Teacher	08/25/2014	\$29.23	Obama Service Learning
Read, K.	Special Education Teacher	08/25/2014	\$25.61	1780 W. 7th Street

**HUMAN RESOURCE TRANSACTIONS**  
**August 19, 2014**

**NEW APPOINTMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Rick, A.	Special Education Teacher	08/25/2014	\$31.96	Boys Totem Town
Settambrino, D. M.	Special Education Teacher	08/25/2014	\$30.78	Parkway Montessori & Community Middle
Steinke, K. A.	Special Education Teacher	08/25/2014	\$44.87	Murray Middle School
Vollmar, C. T.	School/Community Professional	07/14/2014	\$24.46	Homecroft Building
Kramer, C. W.	Education Assistant	06/30/2014	\$13.44	Expo for Excellence
Klotzle, S. M.	Teaching Assistant	09/02/2014	\$13.05	Wellstone Elementary
Lor, M.	Clerical	08/18/2014	\$15.74	Phalen Lake Hmong Studies
Buol, P. D.	Custodian	07/10/2014	\$14.94	Washington Tech Secondary
Schafer, R. D.	Custodian	06/18/2014	\$14.94	Central Senior High
Adams, P. D.	Professional Employee	07/01/2014	\$34.82	Colborne Admin Offices
Kadrmars, M. R.	Professional Employee	08/04/2014	\$27.36	Colborne Admin Offices

**PROMOTION**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Anderson Schmidt, T.	Central Administrator Career Progression	07/01/2014	\$53.97	Plato Admin Offices
Ginther, D. S.	Central Administrator From: Classroom Teacher	07/01/2014	\$41.64	Plato Admin Offices
Lynch, K.	Central Administrator Career Progression	07/01/2014	\$53.39	Plato Admin Offices
Rutmanis, R. R.	Central Administrator From: Classroom Teacher	08/04/2014	\$34.42	Ronald M Hubbs Center
Tyson, A. D.	Classroom Teacher From: School/Community Professional	08/25/2014	\$29.58	Four Seasons A+
Vang, P. S.	Special Education Teacher From: Education Assistant	08/25/2014	\$25.61	Early Ed - Phalen Lake

**HUMAN RESOURCE TRANSACTIONS**  
**August 19, 2014**

**PROMOTION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Osorio, C. L.	Superintendency Career Progression	07/01/2014	\$63.44	Colborne Admin Offices
Yang, K. T.	School/Community Professional From: Teaching Assistant	08/25/2014	\$19.81	Phalen Lake Hmong Studies
Gunderson, B.	Clerical Career Progression	08/04/2014	\$24.21	Riverview School
Heeschen, L.	Clerical Career Progression	07/07/2014	\$22.30	Colborne Admin Offices
Mohwinkel, J. F.	Clerical Career Progression	08/04/2014	\$22.49	Daytons Bluff
Motz, K.	Clerical Career Progression	07/01/2014	\$29.33	Colborne Admin Offices
Platzer, S.	Clerical Career Progression	08/04/2014	\$24.95	Cherokee Heights
Soika, T. M.	Clerical Career Progression	08/04/2014	\$22.30	Como Park Senior High
Ticknor, M. J.	Clerical Career Progression	07/01/2014	\$20.42	Colborne Admin Offices
Berkebile, F. W.	Custodian Career Progression	06/09/2014	\$24.62	Farnsworth Aerospace Upper
Willits, R. E.	Custodian Career Progression	06/11/2014	\$24.62	Wellstone Elementary
Forsberg, C.	Supervisory Career Progression	08/08/2014	\$52.30	Como Service Center
Stewart Downey, T.	Supervisory From: Professional Employee	06/08/2014	\$47.89	Colborne Admin Offices

**TEMPORARY APPOINTMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Pay Rate</u></b>	<b><u>Location</u></b>
Cervantes, A. M.	Classroom Teacher	05/13/2014	\$25.91	Highland Park Middle
Fischbach, J. M.	Special Education Teacher	08/25/2014	\$29.47	Como Park Senior

**LEAVE OF ABSENCE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Grodin, J.	Classroom Teacher	06/21/2014	Crossroads Science
McCourtney, K. A.	Classroom Teacher	07/28/2014	Early Ed Ben Mays-Rondo

# HUMAN RESOURCE TRANSACTIONS

August 19, 2014

## LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Heideman, D.	ELL Teacher	07/12/2014	Crossroads Montessori
McGinley, R.	Special Education Teacher	04/09/2014	Boys Totem Town
Yang, M.	Clerical	06/27/2014	Colborne Admin Offices

## ADMINISTRATIVE LEAVE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
B., J.	Classroom Teacher	07/25/2014
F., N. J.	Classroom Teacher	08/26/2013
R., P. A.	Classroom Teacher	07/17/2014
R., D.	Classroom Teacher	08/25/2014
B., L. S.	Education Assistant	07/31/2014
H., K.	Education Assistant	07/30/2014
B., C. J.	Teaching Assistant	06/25/2014

## REINSTATEMENT AFTER LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Foege, J.	School/Community Professional	07/28/2014	\$25.16	Plato Admin Offices

## REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lacina, B.	Central Administrator	08/25/2014	\$46.15	Creative Arts Secondary
Turner, V.	Central Administrator	07/28/2014	\$50.32	Homecroft Building
Berg, T. L.	Classroom Teacher	08/25/2014	\$41.46	Linwood Monroe Arts Upper
Foss, A. E.	Classroom Teacher	08/25/2014	\$41.63	Highwood Hills
Horton, J. B.	Classroom Teacher	08/25/2014	\$43.17	JJ Hill Montessori
Phillips, A. G.	Classroom Teacher	08/25/2014	\$30.78	Hazel Park Preparatory
Xiong, M.	Classroom Teacher	08/25/2014	\$30.78	Nokomis Montessori North
Kennedy, D. J.	Counselor	08/18/2014	\$49.81	Capitol Hill Magnet
Ali, A. A.	ELL Teacher	08/25/2014	\$33.63	Cherokee Heights
Seastrand, L. J.	ELL Teacher	08/25/2014	\$50.96	Johnson Achievement Plus
Stockton, H. L.	ELL Teacher	08/25/2014	\$31.01	Creative Arts Secondary

**HUMAN RESOURCE TRANSACTIONS**  
**August 19, 2014**

**REHIRE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Lemtouni, F. N.	Principal	08/04/2014	\$50.88	L'Etoile du Nord Upper
Pierson, Z. C.	Special Education Teacher	08/25/2014	\$29.23	Highland Park Middle

**REINSTATEMENT FROM LEAVE OF ABSENCE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Heideman, D.	ELL Teacher	07/26/2014	Crossroads Montessori
Murch, K.	Occupational Therapist	06/18/2014	Humboldt Jr - Admin Bldg
Vang, K.	Teaching Assistant	06/16/2014	International Academy-LEAP
Hollerbach, L.	Clerical	07/09/2014	Como Service Center
Cain, E. A.	Custodian	07/07/2014	Como Service Center
Crowe, C. L.	Custodian	06/30/2014	Open World Learning Community

**CHANGE IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Steele, A. L.	Central Administrator From: Classroom Teacher	07/01/2014	\$48.89	Plato Admin Offices
McGraw, B. M.	Classroom Teacher From: Specialist	08/23/2014	\$29.02	Highland Park Senior
Spanjers, D.	Classroom Teacher From: Specialist	08/23/2014	\$45.13	Highwood Hills
Mumaugh, J. R.	Special Education Teacher From: Teaching Assistant	08/25/2014	\$28.52	Bridge View
Kramer, K. M.	Clerical From: Maintenance Supervisor	06/30/2014	\$26.65	Colborne Admin Offices
White Shield, R.	Supervisory From: Central Administrator	08/01/2014	\$50.59	Colborne Admin Offices

**REDUCTION IN TITLE**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Conlin, M.	Operations	07/01/2014	\$24.34	Como Service Center

**SUSPENSION WITHOUT PAY**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., J.	Classroom Teacher	08/25 - 10/06/2014

**RETIREMENT**

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Lawrence, B.	Clerical	10/01/2014	Colborne Admin Offices
Beberg, Y. A.	Nutrition Services Personnel	06/17/2014	Phalen Lake Hmong Studies

**HUMAN RESOURCE TRANSACTIONS**  
**August 19, 2014**

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Brentwood, J. M.	Classroom Teacher	07/26/2014	Washington Tech Sec
Burfeind, A.	Classroom Teacher	06/15/2014	No Assigned Bldg - Misc
Burrows, L.	Classroom Teacher	07/03/2014	Murray Middle School
Butkowski, A. E.	Classroom Teacher	07/19/2014	Humboldt Secondary
Griebenow, L. B.	Classroom Teacher	07/23/2014	Murray Middle School
Jandro, J.	Classroom Teacher	07/16/2014	Washington Tech Secondary
Lo, V.	Classroom Teacher	07/07/2014	Como Service Center
Olmedo, S. C.	Classroom Teacher	07/25/2014	Johnson Achievement Plus
Scanlan, K.	Classroom Teacher	08/02/2014	Daytons Bluff
Siskow, K. M.	Classroom Teacher	07/16/2014	Murray Middle School
Smith, D. A.	Classroom Teacher	07/12/2014	Washington Tech Secondary
Vang, P.	Classroom Teacher	08/30/2014	Highwood Hills
Dempsey, A. L.	ELL Teacher	08/02/2014	Murray Middle School
Cummings, T. C.	Nurse	07/27/2014	Crossroads Science
De Sam Lazaro, S.	Occupational Therapist	08/01/2014	Humboldt Jr - Admin Bldg
Koch, R. M.	Social Worker	08/19/2014	Frost Lake Elementary
Meath, S. E.	Social Worker	09/01/2014	Washington Tech Secondary
Mohs, M.	Superintendency	07/08/2014	Colborne Admin Offices
Freeburg, D. A.	Specialist	07/16/2014	Colborne Admin Offices
Alexander, E. M.	Education Assistant	07/25/2014	Crossroads Montessori
Hughes, K.	Education Assistant	08/12/2014	Crossroads Montessori
Claiborne, C. P.	Teaching Assistant	07/11/2014	Harding Senior High
Corbett, H. J.	Teaching Assistant	07/19/2014	Bridge View
Crowley, C. A.	Teaching Assistant	07/31/2014	Battle Creek Elementary
Kulhanek, M. C.	Teaching Assistant	08/01/2014	Highland Park Senior
McPherson, E. K.	Teaching Assistant	07/23/2014	Expo for Excellence



**HUMAN RESOURCE TRANSACTIONS**  
**August 19, 2014**

**RESIGNATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Sheehan, K.	Teaching Assistant	06/18/2014	St. Paul Music Academy
Roux, N. D.	Clerical	08/02/2014	Expo for Excellence
Olson, J. S.	Nutrition Services Personnel	07/25/2014	Como Service Center
Langevin, J. J.	Professional Employee	08/09/2014	Como Service Center
Kubiszewski, J. J.	Tri-Council	06/03/2014	Como Service Center

**TERMINATION**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Gonzalez, E. F.	Classroom Teacher	08/02/2014	Hazel Park Preparatory

**DISCHARGE**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>
P., C.	Education Assistant	08/01/2014
P., R. E.	Teaching Assistant	06/08/2014

**TERMINATION OF TEMPORARY EMPLOYMENT**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Ananou, H. J.	Classroom Teacher	08/02/2014	L'Etoile du Nord Lower

**LAYOFF**

<b><u>Name</u></b>	<b><u>Job Category</u></b>	<b><u>Eff Date</u></b>	<b><u>Location</u></b>
Berenato, M. K.	Education Assistant	07/14/2014	Bruce F Vento Elementary
Carter, C. J.	Education Assistant	07/31/2014	Obama Service Learning
Chon, A. A.	Education Assistant	07/14/2014	Homecroft Building
Crosby, M. M.	Education Assistant	07/14/2014	Daytons Bluff
Furman, T.	Education Assistant	07/31/2014	Central Senior High
Gammel, N. L.	Education Assistant	07/31/2014	Johnson Achievement Plus
Johnson-Gonzales, C.	Education Assistant	07/31/2014	American Indian Magnet
Nelson, A. M.	Education Assistant	07/14/2014	Open World Learning Community
Noble, M. S.	Education Assistant	07/14/2014	Maxfield Elementary
Rosen, M.	Education Assistant	07/31/2014	Johnson Senior High
Samayoa, J. H.	Education Assistant	07/14/2014	Daytons Bluff
Vang, L.	Education Assistant	07/14/2014	Daytons Bluff
Pinc, S. C.	Operations	07/01/2014	Como Service Center

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Lowe's Donation for Bridge View Playground

**A. PERTINENT FACTS:**

1. Donation will be used to fund the playground project at Bridge View School.
2. Will go towards the purchase of safe and handicap accessible playground equipment.
3. This project will meet the District strategic plan goal/goals of: *achievement and sustainability*.
4. This item is submitted by Lisa Carrigan, Bridge View Principal, Elizabeth Keenan, Assistant Superintendent Specialized Services, Christine Osorio, Chief Academic Officer and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept this generous donation.

**INDEPENDENT SCHOOL DISTRICT NO 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Request for Permission to Submit a Grant Application to Action for Healthy Kids

**A. PERTINENT FACTS:**

1. Action for Healthy Kids is currently accepting applications for school breakfast program pilot and expansion projects.
2. Saint Paul Public Schools (SPPS) has prepared an application to serve students at nine secondary sites with free/reduced priced meal eligibility greater than fifty percent. SPPS is requesting approximately \$12,600 over one year to accomplish the aforementioned goal. SPPS will serve as the fiscal agent for this project.
3. This project will meet the Strong Schools, Strong Communities goal of alignment.
4. This item is submitted by Jim Hemmen, Director, Nutrition Services; Julie Schultz Brown, Director, Communications, Marketing and Development; Jean Ronnei, Chief Operations Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit an application to the Action for Health Kids; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Request for Permission to Accept Grant Award from Building More Philanthropy with Purpose (BMPP) Giving Circle for the Office of Racial Equity

**A. PERTINENT FACTS:**

1. The BMPP (Building More Philanthropy with Purpose) Giving Circle is made up of a collective of families who desire to build a better future for all children by coming together to celebrate, learn about, and provide resources to fuel the change they want to see in the world.
2. The Office of Racial Equity has received a BMPP grant for approximately \$2,500 to create a Hmong Youth & Staff Leadership Conference.
3. This project will meet the District strategic plan goals of ACHIEVEMENT.
4. This item is submitted by Michelle Bierman, Director of the Office of Equity; Julie Schultz Brown, Director, Communications, Marketing and Development; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept this grant from BMPP Giving Circle for a Hmong Youth & Staff Leadership Conference; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Request for Permission to Accept Grant Award from Capitol Region Watershed District for Adams Spanish Immersion Elementary

**A. PERTINENT FACTS:**

1. Saint Paul Public Schools submitted a grant application to the Capitol Region Watershed District (CRWD) for three rain gardens at Adams Spanish Elementary School. The CRWD has awarded approximately \$6,250 for this purpose.
2. The three rain gardens at Adams will capture and infiltrate rooftop, driveway and yard runoff.
3. This project will meet the District strategic plan goals of SUSTAINABILITY.
4. This item is submitted by Heidi Bernal, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Andrew Collins, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept this grant from the Capitol Region Watershed District for the purpose of installing rain gardens at Adams Spanish Immersion; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Acknowledgement of Grant Received by District Employee

**A. PERTINENT FACTS:**

1. Jennie Arnett, Furniture and Move Coordinator in the Facilities Department, has been awarded an Educational Facility Grant to attend the EdSpaces Show, October 29-31, 2014 in Tampa, Florida. The Educational Facility Grant Program awarded by the National School Supply & Equipment Association (NSSEA) is a competitive application process and provides reimbursement for registration costs, travel and accommodations. The School Equipment Show provides participants the opportunity to participate in educational sessions led by nationally recognized speakers; exposure to innovative products that support the creation of effective learning environments; and information on incorporating green products that increase the sustainability of school buildings into projects.
2. This will meet the district goal of achievement and sustainability.
2. This item is presented by Tom Parent, Interim Director of Facilities, and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education recognize and acknowledge receipt by Jennie Arnett, Furniture and Move Coordinator in the Facilities Department, of a School Facility Improvement Grant to attend the School Equipment Show, October 29-31, 2014 in Tampa, Florida.



**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Request for Permission to Submit Application to Farmers Insurance  
Dream Big Teacher Challenge from Open World Learning

**A. PERTINENT FACTS:**

1. Farmers Insurance is currently accepting applications for the Dream Big Teacher Challenge as part of its campaign to "Thank a Million Teachers." Entrants must be a K-12 full-time employed teacher who has been thanked at [www.thankamillionteachers.com](http://www.thankamillionteachers.com) and has submitted a qualified proposal for \$2,500 in the Thank A Million Teachers contest.
2. Teacher Megan Olivia Hall of Open World Learning, who meets these qualifications, has prepared an application for the Dream Big Teacher Challenge to support an addition to the rooftop greenhouse at the new OWL location, along with one year of science and service learning activities. The Dream Big Teacher Challenge award is for approximately \$100,000.
3. This project will meet the District strategic plan goals of ACHIEVEMENT and SUSTAINABILITY.
4. This item is submitted by Dave Gundale, principal, Open World Learning; Julie Schultz Brown, Director, Communications, Marketing and Development; Theresa Battle, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; Christine Osorio, Chief Academic Officer; and Michelle Walker, Chief of Staff.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit an applications to the Farmers Insurance Thank a Million Teachers/Dream Big Teacher Challenge for funds to construct a greenhouse addition at Open World Learning and conduct a year of science and service learning programs; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Request for Permission to Submit a Grant Application to Honda Foundation

**A. PERTINENT FACTS:**

1. Honda Foundation is currently accepting applications for projects to meet the needs of society in the areas of youth and scientific education while strategically assisting communities in deriving long-term benefits.
2. In conjunction with Friends of the Saint Paul Public Library, Saint Paul Public Schools (SPPS) has prepared an application to enhance the Createch Studio at Arlington Hills Community Center. The grant will: provide the needed out of school time support for all ninth grade students at Johnson Senior High Schools to succeed in their engineering and design classes; provide resources for Johnson students and other community members to engage in STEM activities; and provide upper class students at Johnson opportunities to develop leadership, communication and team building skills by engaging them as experts in the use of STEM resources.
3. The grant is requesting approximately \$64,500 over one year to accomplish the aforementioned goals. Friends of the Saint Paul Public Library will serve as the fiscal agent for this project.
4. This project will meet the Strong Schools, Strong Communities goal of achievement.
5. This item is submitted by Michael Thompson, Principal, Johnson Senior High School, Julie Schultz Brown, Director, Communications, Marketing and Development; Theresa Battle; High School Assistant Superintendent; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit an application to Honda Foundation; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Request for Permission to Accept Grant Award from Lowe's Toolbox for Education to American Indian Magnet School

**A. PERTINENT FACTS:**

1. Lowe's Toolbox for Education provides grants of up to \$5,000 each year for schools to undertake projects that improve their learning environments
2. American Indian Magnet School has received a Lowe's Toolbox for Education grant for \$3,000 to create a Sacred Plants Garden.
3. This project will meet the District strategic plan goals of ACHIEVEMENT.
4. This item is submitted by Principal Steven Couture; Julie Schultz Brown, Director, Communications, Marketing and Development; Lisa Sayles-Adams, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept this grant from Lowe's Toolbox for Education for a Sacred Plants Garden at American Indian Magnet; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Request for Permission to Submit a Grant Application to Ramsey County Human Services

**A. PERTINENT FACTS:**

1. Ramsey County Human Services is currently accepting applications for community support services.
2. Saint Paul Public Schools (SPPS) has prepared an application to enhance the Supportive Experiential Education Development program (SEED) program. SPPS is requesting approximately \$300,000 over three years to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.
3. This project will meet the Strong Schools, Strong Communities goal of achievement.
4. This item is submitted by Lynn Gallandat, Director, Community Education; Julie Schultz Brown, Director, Communications, Marketing and Development; Jackie Turner, Chief Engagement Officer; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit an application to Ramsey County Human Services; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Request for Permission to Accept Grant Awards from Saint Anthony Park Community Foundation for Murray Middle School

**A. PERTINENT FACTS:**

1. The Saint Anthony Park Community Foundation has supported Murray Middle School over many years.
2. The Foundation recently granted \$1,000 for general support for Murray and \$1,000 for Murray's annual programming at Wolf Ridge Environmental Learning Center.
3. This project will meet the District strategic plan goals of ACHIEVEMENT.
4. This item is submitted by Stacy Theien-Collins, Principal; Julie Schultz Brown, Director, Communications, Marketing and Development; Lisa Sayles-Adams, Assistant Superintendent; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to accept these grants from the Saint Anthony Park Community Foundation for Murray Middle School's general purposes and for support of the Murray Wolf Ridge program; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Request for Permission to Submit a Grant Application to St. Paul Children's Collaborative

**A. PERTINENT FACTS:**

1. St. Paul Children's Collaborative is currently accepting applications for projects to address the health, developmental, educational and family-related needs of children and youth.
2. Saint Paul Public Schools (SPPS) has prepared an application to hire personnel for Project Return, a new initiative with the goal of increasing graduation rates. The project is connected directly to effective programs already operating through Saint Paul Public Schools, the Ramsey County Attorney's Office and Ramsey County Human Services.
3. The grant is requesting approximately \$135,000 over one year to accomplish the aforementioned goals. SPPS will serve as the fiscal agent for this project.
4. This project will meet the Strong Schools, Strong Communities goal of achievement.
5. This item is submitted by Tyrize Cox, Director, Office of Family Engagement & Community Partnerships; Julie Schultz Brown, Director, Communications, Marketing and Development; Jackie Turner, Chief Engagement Officer and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit an application to St. Paul Children's Collaborative; to accept funds, if awarded; and to implement the project as specified in the award documents.



**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** July 15, 2014

**TOPIC:** Request for Permission to Submit Grant Applications to The Saint Paul and F. R. Bigelow Foundations to Support Activities in the Office of Leadership Development

**A. PERTINENT FACTS:**

1. The Saint Paul and F. R. Bigelow Foundations are currently accepting grant applications for projects that:
  - Sustain Saint Paul as a vibrant community where all people can find hope and opportunity;
  - Build the capacity of SPPS to ensure ALL students receive a premier education;
  - Support proven and new approaches to critical issues; and
  - Seek to eliminate racial and economic disparities and engage the people most impacted.
2. Saint Paul Public Schools has prepared an application for funds to support projects in the newly reactivated Office of Leadership Development, under newly appointed director Patrick Duffy. Activities for which the applications request support include a student leadership pilot project and participation in professional development provided by the Harvard Graduate School of Education's Principals' Center. This grant requests approximately \$35,000 each from the Saint Paul and Bigelow Foundations.
3. This project will meet the District strategic plan goals of ACHIEVEMENT, ALIGNMENT and SUSTAINABILITY.
4. This item is submitted by Patrick Duffy, Director, Leadership Development; Julie Schultz Brown, Director, Communications, Marketing and Development; Stacey Gray Akyea, Director, Research, Evaluation and Assessment; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to submit applications to the Saint Paul and Bigelow Foundations for funds to conduct leadership development activities with students, principals and others; to accept funds, if awarded; and to implement the project as specified in the award documents.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Approval to Enter into a Contract with the Amherst H. Wilder Foundation

**A. PERTINENT FACTS:**

1. Special Education wishes to enter into a contract with the Amherst H. Wilder Foundation for the 2014-2015 school year to assist with the following programs:
  - Mental health services and consultation to support and strengthen existing services to student families and staff relating to learners with special needs.
  - Support for a school-based service, Project Kofi, for at-risk African American male students in grades three through six attending Rondo Education Center, Maxfield Elementary School, Galtier Elementary School, Dayton's Bluff Elementary School, Jackson Preparatory Magnet, Michelle and Barack Obama Elementary School and Linwood Monroe Arts Plus School. Kofi Services was developed in collaboration with Ramsey County Human Services, the Saint Paul Public Schools District and the Wilder Foundation.
  - An ADHD (Attention-Deficit Hyperactivity Disorder) and Mental Health Assessment component.
  - Hlub Zoo Program at Jackson Preparatory Magnet, a culturally specific, school-based mental health program for Hmong girls.
2. The services of this contract will meet the District target area goals of ensuring high academic achievement for all students and strengthening relationships with community and families.
3. The total cost of this contract is \$227,959 and is budgeted within the 2014-15 adopted budget for Special Education in the General Fund (01-005-408-740-6305-0000).
4. This item is submitted by Elizabeth Keenan, Assistant Superintendent for Specialized Services

**B. RECOMMENDATIONS:**

That the Board of Education enter into a contract with the Amherst H. Wilder Foundation to provide Special Education services for the 2014-2015 school year paid from the 2014-15 adopted budget for Special Education in the General Fund (01-005-408-740-6305-0000).

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Employment Contract of Deputy General Counsel

**A. PERTINENT FACTS:**

1. It is recommended that the individual employment contract of the Deputy General Counsel be amended by providing a 3% salary increase effective July 1, 2013 and a 3.5% salary increase effective July 1, 2014.
2. The total estimated cost would be \$4,019 for the 2013-2014 budget year and \$4,829 for the 2014-2015 budget year.
3. This item will meet the District's strategic plan goal of alignment.
4. This item is submitted by Valeria Silva, Superintendent.

**B. RECOMMENDATION:**

That the employment contract of the Deputy General Counsel be amended as above recommended.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Open World Learning Community Expeditionary Learning 2014-15 SY

**A. PERTINENT FACTS:**

1. The proposed cooperation agreement with Expeditionary Learning (EL) provides 30 days of direct onsite support from OWL's Expeditionary Learning school designer.
2. As a result of expansion and transition, it is necessary to train new staff through Expeditionary Learning's 5 day and 3 day seminars. A large part of this cooperation agreement will support this continued training.
3. This project will meet the District strategic plan/goals of by increasing achievement in areas of math and literacy with a particular focus on writing and middle school math. It will also support overall greater academic engagement by providing professional development that results in highly developed standards-based learning expeditions.
4. Budget code: 01-005-211-000-6185-0000 of \$68,350
5. This item is submitted by David Gundale, Principal, Open World Learning Community, Theresa Battle, Assistant Superintendent.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to approve the 2015 partnership agreement between Open World Learning Community and Expeditionary Learning

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** REVISION: Playworks Partnership Contract

**A. PERTINENT FACTS:**

1. In July, the Office of the Superintendent requested permission to enter into a contract with Playworks to provide each school listed below with a Program Coordinator to improve the health and well-being of children; American Indian Magnet, Paul & Sheila Wellstone Elementary, Frost Lake Elementary, Cherokee Heights Elementary, and The Heights Community School.
2. REVISION: It is necessary to revise the request and remove Paul & Sheila Wellstone Elementary from the list of schools using Playworks for the 2014-15 school year.
4. Playworks is a non-profit, public benefit corporation organized and operated exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code.
5. The total cost for this agreement remains the same as approved earlier (cost will not exceed \$28,500 for each school for the time period of September 1, 2014 through June 30, 2015).
6. This project will meet the District target area goal of Alignment.
7. This item is submitted by – S; Angelica Van Iperen, Principal Paul & Sheila Wellstone Elementary and Andrew Collins, Assistant Superintendent.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to enter into a contract with Playworks with the change to the contract removing Wellstone.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Contracts and Agreements for Rental of Hockey Facilities for 2014-2015

**A. PERTINENT FACTS:**

1. Each school year our athletic teams play and practice at hockey facilities that are not owned by the Saint Paul Public Schools. Rental of these facilities is necessary.
2. The following are the hockey rental fees for 2014-2015:

Varsity and Junior Varsity Practice Ice Time at:

- County Arenas (Highland South, Oscar Johnson, Phalen, West Side) = \$78,185.00

Varsity and Junior Varsity Game Ice Time at:

- County Arenas (Aldrich, Highland North, Phalen) = \$34,775.00

Security for Varsity/Junior Varsity Games at:

- County Arenas (Aldrich, Highland North, Phalen) = \$5,550.00

Total for Ice Rental and Security = \$118,510.00

Funds for ice hockey rental are paid from lease waiver monies. Security is paid by Athletics.

3. This item will meet the District strategic plan goal/goals of Achievement, Alignment and Sustainability.
4. This item is submitted by John Vosejpka, Athletic Secretary and Theresa Battle, Assistant Superintendent for High Schools.

**B. RECOMMENDATION:**

That the Board of Education authorizes the Superintendent (designee) to enter into contracts and agreements with County officials for the 2014-2015 boys' and girls' hockey teams. Hockey ice time (practice and game) capital costs are paid from lease levy, operational costs Facilities general fund, and security fees Athletic Department general fund.



**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Agreement with City of St. Paul Police Department for Shared Costs of School Resource Officers (SROs)

**A. PERTINENT FACTS:**

1. The current agreement between the District and the City of St. Paul Police Department for shared costs of police officers to provide school resource officer services in the District's facilities expires July 1, 2014.
2. The administration has been negotiating a new agreement to run the period of July 1, 2014 through June 30, 2015. Nine School Resource Officers have been negotiated and the Post Orders have been amended.
3. Responsibility for SROs is under the direction of Security and Emergency Management.
4. Funding for the District's share of costs for this agreement will be provided from the Security and Emergency Management budget (both the dedicated Safe Schools Levy and general fund revenue). Distribution of costs will be as follows:

	<u>FY15</u>
City of St. Paul Share	\$100,000
ISD 625 Share	<u>\$878,660</u>
Total Not to Exceed	\$978,660

5. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
6. This item is submitted by Laura Olson, Director of Security and Emergency Management and Jean Ronnei, Chief Operations Officer.

**B. RECOMMENDATION:**

That the Board of Education consider and authorize the Chair and Clerk to execute an agreement with the City of St. Paul Police Department to provide School Resource Officers for services to the Saint Paul Public Schools for the term July 1, 2014 through June 30, 2015 in accordance with all terms and provisions of said agreement.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Agreement between Saint Paul Independent School District #625 and Young Men's Christian Association (YMCA) of the Greater Twin Cities

**A. PERTINENT FACTS:**

1. The YMCA of the Greater Twin Cities and the Saint Paul Independent School District #625 are entering a cooperative agreement to provide child care services to adolescent student parents.
2. This agreement allows the district to reimburse the YMCA of the Greater Twin Cities for direct child care services in the high school centers located at AGAPE and Harding Senior High for a maximum of 92 children.
3. The maximum cost to the district for these services is \$673,600. These funds are provided through a separate agreement with Ramsey County Human Services.
4. The district provides in kind support for this program by providing the necessary physical space at AGAPE and at Harding High School.
5. The agreement period is from August 1, 2014, to July 31, 2015.
6. This project supports the District goal to ensure high academic achievement for all.
7. Requested by Mary Yackley, Supervisor, Student Health and Wellness, and Dr. Elizabeth Keenan, Assistant Superintendent, Office of Specialized Services.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent to enter into an agreement with the YMCA of the Greater Twin Cities to reimburse the YMCA for providing direct child care services in an amount not to exceed \$673,600 from August 1, 2014, to July 31, 2015.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Approval of Employment Agreement Between Independent School District No. 625 and Minnesota School Employees Association, Representing Classified Confidential Employees Association

**A. PERTINENT FACTS:**

1. New Agreement is for a two-year period from July 1, 2014, through June 30, 2016.

2. Contract changes are as follows:

Wages: Effective July 1, 2014, the salary schedule increase is 2.60%. Effective October 2015, the salary schedule increase is 2.00%. Maintain step increases in July each year of the contract.

Benefits: Effective July 2015, the district monthly contribution of \$638 for single coverage is increased to \$650; the district monthly contribution of \$1,200 for family coverage is increased to \$1,225.

Severance: Effective July 1, 2015, increase daily amount from \$95 to \$100 for notification of less than three months for unused sick leave up to 212 days. For notification of more than three months, increase the daily amount from \$125 to \$130 per day and the maximum contribution from \$22,500 to \$23,000.

3. The District has 11 FTE's in this bargaining unit.

4. The new total package costs for the agreement are estimated as follows:

- in the 2014-15 budget year: \$25,179
- in the 2015-16 budget year \$23,610

5. This item will meet the District target area goal of alignment.

6. This request is submitted by Joyce Victor, Negotiations/Employee Relations Assistant Manager; Laurin J. Cathey, Executive Director of Human Resources; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education of Independent School District No. 625 enter into an Agreement concerning the terms and conditions of employment of those classified confidential employees in this school district for whom the Minnesota School Employees Association is the exclusive representative; duration of said Agreement is for the period of July 1, 2014 through June 30, 2016.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Approval for Memorandum of Understanding Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers

**A. PERTINENT FACTS:**

1. This request is for approval of Memorandum of Understanding regarding the status, pay and benefits for Denise Rodriguez who is a teacher with Saint Paul Public Schools and will be serving as President for the Saint Paul Federation of Teachers.
2. Ms. Rodriguez will be on leave from her teaching duties while serving as President for the Saint Paul Federation of Teachers. This agreement is effective beginning August 1, 2014, and remains in effect through Ms. Rodriguez's term as Federation President.
3. Ms. Rodriguez will remain a contracted teacher on the Saint Paul Public Schools' payroll system, and the Saint Paul Federation of Teachers will reimburse the District for the employee's salary and benefits during the term of this agreement. The employee will report days worked, sick leave and any other leave to the District. Accumulated sick leave and vacation days will be the responsibility of the District.
4. This item will meet the District's strategic plan goal of alignment.
5. This item is submitted by Laurin Cathey, Executive Director, Human Resources; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Understanding regarding salary and benefits continuation for Denise Rodriguez between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, effective August 1, 2014, and remains in effect through the end of her term as Federation President.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Approval for Memorandum of Understanding Between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers

**A. PERTINENT FACTS:**

1. This request is for approval of Memorandum of Understanding regarding the status, pay and benefits for Nick Faber who is a teacher with Saint Paul Public Schools and the elected Release Time Officer for the Saint Paul Federation of Teachers.
2. Mr. Faber will be on leave from his teaching duties while serving as Release Time Officer for the Saint Paul Federation of Teachers. This agreement is effective beginning August 1, 2014, and remains in effect through Mr. Faber's term as a Release Time Officer.
3. Mr. Faber will remain a contracted teacher on the Saint Paul Public Schools' payroll system, and the Saint Paul Federation of Teachers will reimburse the District for the employee's salary and benefits during the term of this agreement. The employee will report days worked, sick leave and any other leave to the District. Accumulated sick leave and vacation days will be the responsibility of the District.
4. This item will meet the District's strategic plan goal of alignment.
5. This item is submitted by Laurin Cathey, Executive Director, Human Resources; and Michelle Walker, Chief Executive Officer.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to approve the Memorandum of Understanding regarding salary and benefits continuation for Nick Faber between Independent School District No. 625, Saint Paul Public Schools, and Saint Paul Federation of Teachers, effective August 1, 2014, and remains in effect through the end of his term as a Release Time Officer.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Instructional Material Management (IMM)

**A. PERTINENT FACTS:**

1. *Purpose:* The Office of Teaching and Learning (OTL) has a need to upgrade its instructional material management software to help ensure that a) *all* students and teachers have access to the instructional materials they need to support student learning; and b) the district is a responsible steward of the public's money.
2. *Definition:* Instructional Material Management (IMM) encompasses the procedures, protocols, people, technology, and values that govern the life-cycle of instructional materials, from procurement to disposal and everything in-between. The term "instructional materials" refers to a) print and digital textbooks; b) key manipulatives such as music instruments and science kits; c) key consumables such as math workbooks.
3. *Policy:* IMM supports Policy 602.
4. *Context:* Data analysis of interviews with over 60 school and district staff in early 2014 indicates that the current management of instructional materials is highly site-based and variable within SPPS, while technological capacity is insufficient. This leads to financial inefficiencies for the district, inequitable outcomes for students, and inhibits data-driven decision-making.
5. *Software:* SPPS currently uses Follett's Destiny "Library Manager" software module to automate library resource management. This software is widely liked by school and district staff. OTL proposes to add Destiny's "Textbook Manager" and "Asset Manager" software modules to apply best practice management to instructional materials.
6. *Outcome:* In practice, IMM will allow sites and the district to check out assets to individuals, classrooms, and/or buildings, thereby creating the means to increase access and accountability, minimize surplus inventory, and use data to inform decision-making (e.g. budget forecasting).
7. *Process:* An inter-departmental work group has guided much of the project, and will develop a set of recommendations to standardize the roles, responsibilities, and processes involved in instructional material management.
8. *Phasing:* The IMM project will be phased in by first piloting in Elementary schools for musical instruments in SY 14-15, then applying to Secondary schools in SY 15-16 and other content areas in SY 16-17.



9. *Collaboration:* Other offices within SPPS are looking forward to joining with OTL in use of Destiny. In particular, the Office of Title 1 Funded Programs and the Business see great potential for this project to support their asset management needs.

9. *Cost:* The cost of 41 software licenses for Elementary schools in Year 1 is \$95,857 and will be funded by the Personalized Learning Through Technology budget using the following budget code: 31-005-682-000-6825-9604. The cost of adding 29 software licenses for Secondary schools and other alternative education and administrative sites in Year 2 is \$63,771. The annual maintenance and support cost—beginning in year 3 and occurring annually thereafter—is \$549 per site, or \$38,430 for 70 total sites.

10. *Approval:* The SPPS Cabinet reviewed the IMM project on Monday, June 2, 2014. SPPS Legal Counsel reviewed and approved the contract the week of June 23, 2014. Technical Services and OTL recently concluded a three-week no cost, no obligation trial period with the software to ensure that it meets SPPS' needs.

11. *SSSC 2.0:* This project will meet the District strategic plan goals of ACHIEVEMENT and SUSTAINABILITY.

12. This item is submitted by: Hans Ott, Director, Office of Teaching and Learning; Christine Osorio, Chief Academic Officer, Division of Academic Services; Mark Gruen, Learning Systems Specialist, Office of Teaching and Learning.

**B. RECOMMENDATION:**

That the Board of Education authorize the Superintendent (designee) to approve the upgrade of Follett's Destiny Resource Management Software Suite to include the Textbook Manager and Asset Manager modules in the amount of \$159,628.

**INDEPENDENT SCHOOL DISTRICT NO. 625  
BOARD OF EDUCATION  
SAINT PAUL PUBLIC SCHOOLS**

**DATE:** August 19, 2014

**TOPIC:** Monthly Operating Authority

**A. PERTINENT FACTS:**

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area goals alignment and sustainability.
4. This item is submitted by Marie Schrul, Controller.

**B. RECOMMENDATIONS:**

1. That the Board of Education approve and ratify the following checks and wire transfers for the period June 1, 2014 – June 30, 2014.

(a) General Account	#621119-622916 #0000767-0000823 #7000735-7000794 #0000244-0000260	\$45,542,485.79
(b) Debt Service	-0-	\$1,377,000.01
(c) Construction	-0-	<u>\$3,610,034.09</u>
		<u>\$50,529,519.89</u>

Included in the above disbursements are 2 payrolls in the amount of \$28,748,265.41 and overtime of \$130,494.84 or 0.45% of payroll.

(d) Collateral Changes	None
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2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Workers' Compensation Law falling within the period ending October 30, 2014.

**Board of Education Meetings**

(Regular meetings at 5:30 unless otherwise noted

Closed meetings are all at 4:00 p.m. unless otherwise noted and are in regard to updates on labor negotiations)

- September 23
- October 14
- November 18
- December 9 – Closed (Superintendent Evaluation)
- December 16
- January 6, 2015 (Annual Meeting) – 5:00 p.m.
- January 20
- February 17
- March 17
- April 21
- May 19
- June 23
- July 21

**Committee of the Board Meetings**

(4:00 unless otherwise noted)

- September 9
- October 7
- October 21
- October 28 - Cancelled
- December 2
- January 13, 2015
- February 10
- March 3
- April 7
- May 5
- June 9
- July 21