INSTITUTION OF HIGHER EDUCATION PLACEMENT COORDINATOR HANDBOOK

Saint Paul Public Schools
Leadership Development
360 Colborne Street Saint Paul, MN 55102
651-744-5074
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 -- 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

Long-Range Goals Adopted by the Board of Education
• High Achievement: Learners will meet the highest district and state standards through a learning journey that is academically rich and rigorous.
• 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.
Thank you for partnering with Saint Paul Public Schools (SPPS) to prepare our future teachers. We appreciate the opportunity to work with your institute of higher education. Your teacher candidates bring our staff a wealth of new ideas and our students an opportunity for additional learning.

This packet contains details regarding the teacher candidate process. Specifically included are the required background check documents for all teacher candidates placed in SPPS, an overview of SPPS procedures for teacher candidate placements, a current list of cluster sites, additional procedures for “hard to place areas,” instructions to access SPPS and school site specific data, instructions for use of the placement tracker Google document and a current school year calendar.

Please review the contents of this handbook prior to the submission of your placement requests in SPPS.

If you have any questions, please contact Leadership Development at 651-744-5074.
Welcome to Saint Paul Public Schools

Saint Paul Public Schools (SPPS) is one of Minnesota's largest school districts with more than 39,000 students. Highly trained and deeply dedicated staff, cutting-edge academic programs, and strong community support are among the district's hallmarks. Our student population is diverse, with students who speak more than 125 languages and dialects.

Strong Schools, Strong Communities 2.0, School Year 2014-2019

On January 30, 2014, Superintendent Valeria Silva delivered the State of the District to introduce next steps for accelerating student achievement through Strong Schools, Strong Communities 2.0, a continuation of the groundwork established under the first phase of the strategic plan. The School Board of Education approved the strategic plan on March 18, 2014.

With the foundation now in place, this second phase will be a time to refine our focus and dig deeper to accelerate student learning through our three strategic goals of Achievement, Alignment and Sustainability. During this time, we will focus our work around providing students with a premier education through great programs and getting students ready for college and career.

More Student Demographics

- Students speak more than 100 languages and dialects
- Approximately 34% of students are English Language Learners
- 16% of students require special education services
- 72% of students are eligible for free or reduced-price lunch

Academics

- Four-year comprehensive graduate rate: 75%*
- Graduation rates for Hispanic students have increased for seven consecutive years
- Graduation rates for Black students have increased for four consecutive years
- The SPPS graduation rate is higher than the state average for four student groups: Hispanic students, Black students, English Language Learners (ELL), and students receiving free/reduced lunch (FRL)
- MCA Reading The percentage of 12th grade students taking the ACT increased from 57% in 2010 to 90% in 2015 scores up 2 percentage points from 2015
- The percentage of 12th grade students taking the ACT increased from 57% in 2010 to 90% in 2015

*Does not include: AGAPE High School, Bridge View School, Focus Beyond, Gordon Parks High School, Journeys Secondary School and LEAP High School
Teacher Candidate Qualifications

An applicant for a teacher candidate in SPPS will:

- Be of good moral character.
- Maintain good academic standing and continuous enrollment during the period of student teaching at the teacher preparation institution.
- Meet all requirements of the teacher preparation institution for participation in its teacher candidate program.

Cooperating Teacher Qualifications

Teachers identified as cooperating teachers will possess the following qualifications:

- Three years of teaching experience and/or tenured in SPPS
- Licensed in assigned field
- Willingness to complete co-teaching training and co-teach with teacher candidate
- Evidence of effective teaching:
  - Assessing student learning—formative and summative assessments demonstrate student achievement and inform instruction
  - Managing learning in the classroom environment
  - Integrating research-based best practices
  - Teaching through a lens of equity
- Evidence of professionalism
- Collaborating (Professional Development Plan/Professional Learning Communities/co-teaching)
- Deepening content knowledge
- Communicating skillfully
Placement Request Process

The Office of Leadership Development supervises the coordination of teacher candidates for all pre-service training in Saint Paul Public Schools (SPPS)

Colleges and Universities (IHE)

1) Request a placement at the Institution of Higher Education (IHE) assigned cluster school sites (see Cluster Sites, page 13). The official request should be made via email by assigned placement coordinator* to the Principal (or Principal’s designee). Contact the Office of Leadership Development to receive the current list of Principals and/or Principal’s designees at your cluster sites.

2) The Principal (or Principal’s designee) will reply as soon as possible with his/her response regarding the placement with acceptance or denial.
   - If the placement request is accepted, the IHE and Principal (or Principal’s designee) will move forward with placement.
   - If the placement cannot be made as requested at one of the IHE’s assigned sites (e.g., there is not anyone at the site with that license, the cooperating teacher does not meet the criteria, the cooperating teacher is not interested, university and school program have significant differences in theory/practice, etc.), the IHE should contact the Office of Leadership Development via email using the email template. The Office of Leadership Development will explore possibilities for placement at other district sites.

3) Use the Google document to track the placement request after it has been confirmed or declined. The IHE coordinator is responsible for updating the information on the Google Document, including whether or Foundations and Pairs training has been completed by the cooperating teacher. The district will update information as well (e.g. background check). The Google document is for tracking purposes only. It does not replace steps 1-2. (See directions on page 15-16.)
   - To get access to your IHE Google document, contact the Office of Leadership Development.

4) To clarify:
   - It is not appropriate for placement coordinators, school faculty, university students or university faculty to arrange for site-specific or itinerant placements and then involve the principal and the Office of Leadership Development after the fact.
   - It is not appropriate to request placements at non-assigned sites nor is it appropriate to make contact directly with the school Principal (or Principal’s designee).

*The assigned IHE placement coordinator will help communicate SPPS protocol and contacts to other IHE coordinators in other areas of study, such as grad programs, social work, counseling and nursing.
Placement Request Process

SPPS Sites

The Principal (or Principal's designee) works to identify cooperating teachers. The Principal (or Principal's designee) will coordinate communications between the SPPS site and the assigned IHE. Cooperating teacher placements will be made at the building by mutual agreement between the cooperating teacher and Principal (or Principal's designee).

Send request to the placement coordinator at assigned cluster sites.

- **YES** – confirm placement with cluster site, enter all information into the Google document, and administer placement.
- **NO** – send request to Office of Leadership Development for review. Office will look at sites throughout SPPS to try to find placement.

**NO** – regretfully SPPS is unable to fulfill the placement request.
Email Template

In the interest of streamlining placement requests and improving response time, we created an email template for requesting teacher candidate placement through our office.

Email: Single Request
Subject Line: Teacher Candidate Request - [Insert License Area]

[Greeting],

[Insert IHE] requests a student teaching placement for our teacher candidate [Insert First Name and Last Name].

Please review the details below and respond with placement availability, by [insert deadline—provide at least 5 business days].

Teacher candidate: [insert First Name and Last Name]
Licensure area: [insert Licensure Area]
Length of placement: [insert number of weeks and hours per day]
Approximate starting/ending dates: [insert desired timeframe for placement]
SPPS School Requested: [insert desired SPPS school if you have one]
Attachments: [include supporting materials with explanation]
Additional comments: [include additional information if applicable]

Please contact [insert contact information] if you have any questions. I look forward to hearing from you by [insert deadline].

Email: Multiple Requests for same subject area
Subject Line: Teacher Candidate Requests

[Greeting],

[Insert IHE] requests student teaching placement for [insert number] teacher candidates.

Please review the details below for each teacher candidate and respond with placement availability for each teacher candidate, by [insert deadline—provide at least 5 business days].

[INCLUDE DETAILS FOR EACH TEACHER CANDIDATE IN THE REQUEST]
Teacher candidate: [insert First Name and Last Name]
Licensure area: [insert Licensure Area]
Length of placement: [insert number of weeks and hours per day]
Approximate starting/ending Dates: [insert desired timeframe for placement]
SPPS School Requested: [insert desired SPPS school if you have one]
Attachments: [include supporting materials with explanation]
Additional comments: [include additional information if applicable]

Please contact [insert contact information] if you have any questions. I look forward to hearing from you by [insert deadline].
Specialty Areas: English Language Learners (ELL) Placement Requests

1) Request an ELL placement at the IHE's assigned school sites. The official request should be made via email by the assigned placement coordinator to the Principal (or Principal's designee).

2) The Principal (or Principal’s designee) will reply all as soon as possible with his/her response regarding whether the placement will be accepted or denied. If the placement request is accepted, the district's assigned ELL lead will have the email and information on hand to know with whom and when the placement will be made.

If the ELL placement cannot be made as requested at one of the IHE's assigned sites (e.g., there is not anyone at the site with that license, the cooperating teacher does not meet the criteria, the cooperating teacher is not interested, university and school program have significant differences in theory/practice, etc.), the IHE should contact the Office of Leadership Development via email. The Office of Leadership Development and the district ELL lead will work with the IHE placement coordinator to discuss possibilities at other district sites.

3) Use the Google document to track the placement request after it has been confirmed or declined. The district will update information as well (e.g. background check, SPPS trainings). The Google document is for tracking purposes only. It does not replace steps 1-2. (See directions on page 15-16.)

4) To clarify:
   - It is not appropriate for placement coordinators, school faculty, university students or university faculty to arrange for site-specific or itinerant placements and then involve the principal, district ELL lead, and the Office of Leadership Development after the fact.
   - It is not appropriate to request placements at non-assigned sites nor is it appropriate to make contact directly with the school Principal or district lead without first completing steps one and two for all assigned sites (see above).

Include the district ELL lead in the initial correspondence to each site regarding requests to expedite future decision making regarding potential placements.
Specialty Areas: Special Education (SPED) Placement Requests

1) Request a special education placement (including an itinerant position) at the IHE’s assigned school sites.

2) The official request should be made via email by assigned placement coordinator to the Principal (or Principal’s designee).

3) The Principal (or Principal’s designee) will reply all as soon as possible with his/her response regarding whether the placement will be accepted or denied. If the placement request is accepted, the Office of Leadership Development and the district’s assigned lead in that special education license will have the email and information on hand to determine the placement.

If the special education placement cannot be made as requested at one of the IHE's assigned sites (e.g., there is not anyone at the site with that license, the cooperating teacher does not meet the criteria, the cooperating teacher is not interested, university and school program have significant differences in theory/practice, etc.), then the Office of Leadership Development and the special education district lead will work with the IHE placement coordinator to discuss possibilities at other sites in the district.

4) Use the Google document to track the placement request after it has been confirmed or declined. The district will update information as well (e.g. background check, SPPS trainings). The Google document is for tracking purposes only. It does not replace steps 1-2. (See directions on page 15-16.)

To clarify:

- It is not appropriate for placement coordinators, school faculty, university students or university faculty to arrange for site-specific or itinerant placements and then involve the principal, district special education lead, and the Office of Leadership Development after the fact.
- It is not appropriate to request placements at non-assigned sites (e.g. Bridgeview) nor is it appropriate to make contact directly with the school principal or district lead without first completing steps one and two for all assigned sites (see above).

Some special education licensure areas are not site-based, or involve itinerant positions based out of a district-wide center coordinated by a district special education lead. Include the district special education lead in the initial correspondence to expedite future decision making regarding potential placements.
Social Work Intern Placement Request Process

Process for School Social Work Field Placement in SPPS
1) The social work intern coordinator for SPPS will communicate with the representatives of the colleges and universities. This includes:
   - Every April, creating a list of SPPS social workers that are eligible and willing to host a teacher candidate for the following school year.
   - Attending the Augsburg, U of M and St. Thomas/St. Kate's intern fair and interviews sessions.
   - Working individually with the other Bachelor of Social Work (BSW) programs to secure field placement for BSW students. The other institutions include: Bethel, Metro State, University of Wisconsin Eau Claire and University of Wisconsin River Falls.

2) Interns are required to submit a background check and data sheet to Human Resources. Interns are required to pay the background check fee of $33.50 (pages 17-19).

Cooperating Social Worker Qualifications
Social Workers identified as cooperating social workers will possess the following qualifications:
1) Three years of school social worker experience and/or tenured in SPPS

2) Licensed by the Minnesota Board of Social Work and licensed as a school social worker by the Minnesota Board of Teaching

3) Willingness to complete co-teaching training and co-teach with social work intern

4) Principal/school leadership approval, based on:
   - Evidence of effective school social work practice:
     - Serves as the vital link between home, school and community
     - Utilizes data, qualitative and quantitative, for decision making
     - Utilizes best practices when engaging in group and individual counseling sessions
     - Works to engage parents and guardians as members of the student’s educational team
     - Demonstrates exceptional levels of empathy and support for students experiencing social emotional and behavioral challenges
     - Supports teachers to develop and utilize positive behavioral supports to address social emotional or behavioral challenges in the classroom
     - Practices through a lens of equity
   - Evidence of professionalism:
     - Participation in a professional learning community
     - Possesses and shares knowledge and expertise in the area of children’s mental health
     - Engages in clinical consultation, when appropriate
     - Takes a leadership role on interdisciplinary teams with the school
     - Communicates effectively with co-workers, families, students and community partners
     - Possesses knowledge of the community resources available to support families, as well as the other systems with which families may interact (ex: child protection, children’s mental health)
     - Modeling passion and enthusiasm for school social work
Counselor Intern Placement Request Process

Please do not contact specific schools or school counselors in Saint Paul Public Schools directly. All school counseling practicum placements are determined through the Office of College and Career Readiness: School Counseling Department as noted below (Previously SPPS Guidance and Related Services)

Saint Paul Public Schools School Counseling Department works cooperatively with specifically designated collaborating graduate institutions to place school counseling graduate students seeking practicum experiences hours to complete requirements in Licensed School Counseling Programs. Currently, graduate students from the University of Minnesota-Twin Cities, University of Wisconsin-River Falls, Saint Cloud State University, Minnesota State University-Mankato and Adler Graduate School may apply for internships for a semester (fall or spring) or for a full school year. Graduate students are typically registered for counseling supervision course work through their graduate institution during the practicum experience. The instructor/coordinator of each graduate program will provide pertinent information to students as they begin the practicum planning process.

Please monitor our website for most current information during the school year: http://guidance.spps.org/Practicum_Information.html

To be considered for a school counseling practicum experience in the Saint Paul Public Schools for 2016-17, qualified graduate students must submit the following information via US Mail by April 1, 2016:

1. Letter of Intent, which includes the following information:
   - College Program of Study (Institution) and program supervisor contact information
   - Practicum dates requesting
   - Total practicum hours requesting and hours preferred at each school level (elementary, middle/junior and senior high school)

2. Current resume – please include email and phone contact information
   - Suggestion: note non-English language competence if you have it

Submit information by April 1, 2023 via US Mail to:

Beverly Dushaw, School Counseling Department Assistant
Saint Paul Public Schools: OCCR
School Counseling
1780 7th St W
ST PAUL, MN 55116
ATTN: Practicum Placement Request

Applications will be reviewed, selected candidates contacted and invited for interviews as arranged in collaboration with partnering graduate institutions. Not all applicants are guaranteed placement. Intern placements are matched and determined based on availability of school sites and counselor supervisors. Candidates who are interested in possible future work in the diverse, urban St. Paul Schools will be preferred. However, internship does not guarantee job placement. Placements are subject to change in the event of school counselor staffing changes that may occur within the Saint Paul Public Schools.

After applications to SPPS School Counseling, graduate students who accept practicum opportunities in other districts are requested to notify Beverly.Dushaw@spps.org of these changes so to maintain only current requests for internships in Saint Paul Public Schools.
**Cluster Sites**

SPPS and partner IHEs implemented a cluster site model for placement of pre-service teacher candidates. IHEs coordinate directly with their assigned cluster site schools to place their pre-service teacher candidates. If IHEs are unable to find placements working directly with cluster sites, contact the Office of Leadership Development directly for assistance with placement outside their cluster sites, if needed. Refer to the chart below for the school year 2022-2023 Cluster Site assignments.

<table>
<thead>
<tr>
<th>Augsburg</th>
<th>Bethel</th>
<th>Carleton</th>
<th>College of St Scholastica</th>
<th>Concordia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Randolph Heights</td>
<td>SPMA</td>
<td>Capitol Hill</td>
<td>Battle Creek Elementary</td>
<td>Benjamin E. Mays</td>
</tr>
<tr>
<td>Como Park Elem</td>
<td>Farnsworth Upper/Lower</td>
<td>HPSH</td>
<td>Four Seasons</td>
<td>Four Seasons</td>
</tr>
<tr>
<td>Maxfield</td>
<td>Johnson</td>
<td>Harding</td>
<td>Ramsey</td>
<td>JJ Hill</td>
</tr>
<tr>
<td>Capitol Hill</td>
<td>Como Park Senior</td>
<td>Horace Mann</td>
<td>Central</td>
<td></td>
</tr>
<tr>
<td>OWL</td>
<td>Murray Middle</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Como Senior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grand Canyon University**

- SPPS Pre-Service Personnel/Mary Yang on specific placements

<table>
<thead>
<tr>
<th>University</th>
<th>Gustavus</th>
<th>Hamline</th>
<th>MNSU - Mankato</th>
<th>Metro State</th>
<th>Northwestern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bruce Venlo</td>
<td>Chelsea Heights</td>
<td>Battle Creek Elementary</td>
<td>Four Seasons</td>
<td>Mississippi</td>
<td></td>
</tr>
<tr>
<td>Maxfield</td>
<td>St. Anthony Park</td>
<td>Phalen Lake</td>
<td>Mississippi</td>
<td>Como Elementary</td>
<td></td>
</tr>
<tr>
<td>Murray</td>
<td>Hamline Elementary</td>
<td>Dayton's Bluff</td>
<td>Benjamin E. Mays</td>
<td>Battle Creek Middle School</td>
<td></td>
</tr>
<tr>
<td>Central</td>
<td>Murray Middle School</td>
<td>Central High School</td>
<td>E-Stem</td>
<td>Leap HS</td>
<td></td>
</tr>
<tr>
<td>Creative Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harding</td>
<td>Murray</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Cloud</td>
<td>St. Kate's</td>
<td>St. Mary's</td>
<td>St. Olaf</td>
<td>U of MN - TC</td>
<td></td>
</tr>
<tr>
<td>Missouri</td>
<td>Highland Park Elementary</td>
<td>AIMS</td>
<td>Global Arts Plus</td>
<td>Adams</td>
<td>Maxfield</td>
</tr>
<tr>
<td>L'Etelo du Nord</td>
<td>Randolph Heights</td>
<td>Welstone</td>
<td>Harding</td>
<td>Four Seasons (D/HH)</td>
<td>Murray</td>
</tr>
<tr>
<td>Farnsworth Upper/Lower</td>
<td>JJ Hill Montessori</td>
<td>JJ Hill</td>
<td>LEAP</td>
<td>Groveland Park</td>
<td>Global Arts Plus</td>
</tr>
<tr>
<td>Highland Park Senior High</td>
<td>The Heights</td>
<td>Capitol Hill</td>
<td>Central</td>
<td>Crossroads</td>
<td>Washington</td>
</tr>
<tr>
<td>Expo</td>
<td>SPMA</td>
<td>Como</td>
<td>Frost Lake</td>
<td>Central</td>
<td></td>
</tr>
<tr>
<td>Central High School</td>
<td>Johnson HS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UMD</td>
<td>UST</td>
<td>UWRF</td>
<td>Walden</td>
<td>Western Governors University</td>
<td>*Concordia College Moorehead</td>
</tr>
<tr>
<td>Expo</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eastern Heights</td>
<td>Expo</td>
<td>Hazel Park</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ramsey</td>
<td>Farnsworth Upper/Lower</td>
<td>Highwood Hills</td>
<td>Washington Tech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harding HS</td>
<td>HPMS</td>
<td>JJ Hill Montessori</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Johnson Senior High</td>
<td>SPMA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E-Stem</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Central</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Washington</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Inver Hills Community College**

- SPPS Pre-Service Personnel/Mary Yang on specific placements

**St. Paul College**

- SPPS Pre-Service Personnel/Mary Yang on specific placements

**Winona State**

- SPPS Pre-Service Personnel/Mary Yang on specific placements

**Reminders to IHE**

- University completes current Master Tracker
- Background Check must be completed prior to placement
- HR tracks paperwork and submits letter for Credentials
- Sites must make candidate co-teacher on School and See Saw
- Student teachers/field placements over 50 hours get badge and AD
Co-Teaching Requirement

Training
Pre-service training of teachers in SPPS requires cooperating teachers and teacher candidates to participate in both Foundations and Pairs professional development trainings prior to student teaching in SPPS. The teacher candidate has the option of completing Foundations training with the cooperating teacher or on their own. Pairs training must be completed with the cooperating teacher prior to placement in a SPPS school.

Each placement must complete the three training requirements prior to the first day of the placement:
- Foundations training—Cooperating Teacher
- Foundations training—Teacher Candidate
- Pairs training—Cooperating Teacher and Teacher Candidate

Cooperating teachers can receive 0.5 in-service credits for attending both Pairs and Foundations training.

Please ask your teacher candidates to connect with the cooperating teacher to ensure parties are able to attend Pairs training together. Trainings are available through SPPS, IHEs and online.

Implementation
Cooperating teachers and teacher candidates are expected to implement co-teaching methods throughout the pre-service placement. Observations by SPPS staff and IHE supervisor will be used to ensure co-teaching methods are being used. If there is a report of an individual not following the co-teaching model, the Principal (or Principal’s designee), the Office of Leadership Development and Academic Support, the IHE supervisor and the IHE placement coordinator are to be informed immediately.

The Basics of Co-Teaching
What is co-teaching? “Co-teaching is defined as two teachers (cooperating teacher and teacher candidate) working together with groups of students, sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.” —Heck, Bacharach & Dahlberg (2010)

Co-Teaching is an attitude of sharing the classroom and students. Co-teachers must always be thinking “We’re both teaching!”

Why Co-Teach?
- Increases instructional options for all students
- Addresses diversity and size of today’s classrooms
- Increases instructional options for all students
- Enhances classroom management
- Provides mentoring and guidance throughout the experience
- Creates an opportunity to plan, teach and evaluate as a team
- Helps develop knowledge, skills and dispositions for teaching
- Improves the academic performance of students in the classroom

Co-Teaching is NOT:
- A less rigorous student teaching experience or easier for teacher candidates
- One person teaching one subject or period followed by another who teaches a different subject or period
- One person teaching while another person prepares instructional materials or sits and watches
- When one person’s ideas prevail regarding what will be taught and how it will be taught
Placement Tracker: Google Document

How To Use Teacher Candidate Placement Tracker: Google Documents
To start: SPPS will create a Google document for your IHE and share editing rights.

**STEP ONE: START A TEACHER CANDIDATE ENTRY**

- After a request has been officially approved or declined, enter the placement into the tracker.
- Open the Google Document.
- Click on “Form” in the top menu.

  - Click on “Go to live form” under the “Form” option.

  - Fill in all the information available – all asterisk fields are required.

  - Click on Submit.

- A screen will appear stating “Your response has been recorded.” You will have two options
  - To continue to enter more entries, click on “Submit another response”
  - If you are done and want to return to spreadsheet, close that window.
  - Please do not click on “Create your own form”
Placement Tracker: Google Document

**STEP TWO: UPDATE TEACHER CANDIDATE INFORMATION**

- If there are any changes to the placement or you need to update attendance from your IHE co-teaching trainings, please find the entry for the specific placement and update in the spreadsheet view.
- Open the Google document.
- Similar to Excel, find the row for the teacher candidate that needs to be updated and proceed to make the changes in the spreadsheet.

![Google Document Screenshot]

**NOTES:**

- Please with the **Form option** to submit the original entry for consistency and to ensure all required information is entered.
- Please do not edit or delete any of the column headers.
- Please do not “edit the live form” or “delete form”. If you would like to request changes to your Google Document, please contact Danaya Franke at Danaya.Franke@spps.org.
- Information will be pulled from the shared documents on a weekly basis for reporting. Please update information as it becomes available to you.

If you have any questions on this process, please do not hesitate to email or call the Office of Leadership Development.
TO: TEACHER CANDIDATE
FROM: HUMAN RESOURCES
RE: TEACHER CANDIDATE FORMS

Minnesota State Statute §123B.03 requires districts to obtain a criminal history background check on all employees.

In order to be a teacher candidate in Saint Paul Public Schools, the teacher candidate* must:

1) Complete two forms:
   • Exhibit A
   • Data Placement Form

2) Send both completed forms to address/email below to receive a link for the background check. The link will allow you to pay and complete the background check online.

Saint Paul Public Schools
Attention: Pre-Service Human Resource
360 Colborne Street Saint Paul, MN 55102

Email:
HRworkforce@spps.org, HR.info@spps.org

Please note that documents should be submitted to Saint Paul Public Schools at least 30 days prior to the start date.
Placement Data Form

Placement Type:

☐ Student Teaching   ☐ Field Exp(+50 hours)   ☐ Field Exp(1-50 hours)   ☐ Practicum

Student Name: ______________________________________________________________

Date of Birth: _____________________ Phone Number: ____________________________

Email: _________________________________________________________________

Assigned SPPS School: _______________________________________________________

Cooperating Teacher: _______________________________________________________

Grade/Subject: _____________________________________________________________

Area of Licensure: __________________________________________________________

College: _________________________________________________________________

Program Contact Person: ____________________________________________________

Phone Number/Email: _______________________________________________________

The cost for the Volunteer Background check will be from $16 to $20 depending on the jurisdiction search. To receive a link for the Volunteer Background check, complete this form and email to HRworkforce@spps.org or HR.info@spps.org. The link provided will allow the Student Teacher to complete the Background Check, and pay electronically.

Are you a current SPPS employee? _____ Yes _____ No

If Yes, what is your Employee ID# E____________________

Submit completed forms by email to:
HRworkforce@spps.org or HR.info@spps.org

Updated 6/2023
EXHIBIT A
INDIVIDUAL STUDENT AGREEMENT

Student Teacher: _____________________  School: ___________________________

Print Name

E-mail: ___________________________  Phone: __________________

Address: __________________________  __________________________

By my signature below, I agree to the following as terms and conditions of my student teaching placement with SPPS:

1. **Impact of hire by SPPS.** I understand that the terms of my student teacher placement, including, but not limited to, this Exhibit A, apply to my placement in SPPS only so long as I am not hired by SPPS as a teacher. I understand that, if I am hired by SPPS as a teacher, I will no longer be considered a student teacher placed by my Cooperating Institution and governed by SPPS’s agreement with my Cooperating Institution. Instead, if I were to be hired by SPPS as a teacher, my employment with SPPS would be governed by all of the same rules, regulations, policies, procedures, and agreements that govern all teachers in SPPS.

2. **Background Check.** I will accurately, truthfully, and fully complete all necessary paperwork and voluntarily provide all useful or necessary information to assist my educational institution with completing my background check prior to the first day of my placement.

3. **Compliance with SPPS Policy.** Prior to the first day of my placement, I will review SPPS policies, available on SPPS’s website, including but not limited to Saint Paul Public School Policy 101.00 Racial Equity, 102.00 Equal Opportunity/Non-Discrimination, 414.00 Tobacco-Free Environment, 413.00 Drug-Free Workplace, 415.00 Discrimination, Harassment, Violence, and Retaliation, 903.00 Dangerous Weapons, Firearms, 500.00 Gender Inclusion, 500.00.01 Procedure: Gender Inclusion Procedures, 508.00 Pupils with Individualized Education Programs (IEP), and 609.00 Religion.

4. **Program Expectations.** I agree to use my best efforts to:
   a. Understand, follow, and enforce rules, regulations, and policies of my mentor teacher, placement site, and SPPS as a district.
   b. Be proactive in improving my teaching skills by being reflective, observant of other teaching methods, and by taking constructive criticism positively.
   c. Be professional in my interactions with all members of the school community, including students, parents, staff, and administration.
   d. Adequately prepare for all teaching assignments and expectations and meet all applicable deadlines.

5. **Acknowledgment of Recommendation.** I understand and agree that SPPS has recommended that I join the National Education Association Student Program, Association of American Educators Student Membership, or a similar association that offers student teachers professional liability
insurance as a benefit of membership.

6. **COVID-19 Acknowledgement and Assumption of Risk.** I understand and agree that due to the highly contagious nature of the current COVID-19 virus outbreak, which may be spread by both symptomatic and asymptomatic individuals, SPPS assumes no responsibility for the contraction of any illness as a result of my participation in my student teaching experience or participation in any other SPPS program, event, or activity. Although SPPS conducts regular and thorough cleaning and sanitation of its facilities and follows, to the best of its ability, state and federal public health and safety guidance, I understand and I agree that SPPS cannot guarantee that I will not be exposed to the COVID-19 virus or other illness. I understand and agree further that participation in any student teacher experience is at my own risk and that by choosing to participate in a student teacher experience at SPPS I am assuming the risks of contracting COVID-19, other illness, or experiencing the complications thereof, including but not limited to mild or severe symptoms, serious bodily injury, hospitalization, or death. I understand and agree that I should consult my doctor prior to participating in any in person student teacher experience, especially if I have any heightened risk factors for COVID-19 or potential comorbidities.

7. **Execute and Return.** I agree to execute and return a copy of this Exhibit A to SPPS and to my educational institution prior to the first day of my placement.

Signature: ________________________  Date: ________________________
SPPS District Policies: Key Issues

Policies are the ‘law of the land’ in school districts. All policies are approved by the Saint Paul Public Schools Board of Education. District policies are consistent with federal and state statutes and rules governing public education systems and practices. A complete District Policy Manual is located at each district building and online at boe.spps.org/policymanual. All employees of the Saint Paul Public School District and persons visiting schools or school events must adhere to all district policies.

Mandated Reporting of Child Neglect or Physical or Sexual Abuse

Saint Paul Public Schools act in accordance with Minnesota state law, which requires that physicians, teachers, health care professionals, law enforcement officers, and people who work professionally with children report suspected child abuse or neglect cases immediately.

Who Should Report Child Abuse and Neglect?

- Any person may voluntarily report abuse or neglect.
- Staff who work with children in a facility, such as a school, are legally required (or mandated) to report and cannot shift the responsibility of reporting to the supervisor or to anyone else at the facility. If staff know or have reason to believe a child is being or has been neglected or physically or sexually abused within the preceding three years they must immediately (within 24 hours) make a report to an outside agency.

What to Report

- Definitions of maltreatment are contained in the Reporting of Maltreatment of Minors Act (MN Stat. Sec. 626.556).
- A report to the appropriate agency should contain enough information to identify the child involved, any persons responsible for the abuse or neglect (if known), and the nature and extent of the maltreatment and/or possible licensing violations. For reports concerning suspected abuse or neglect occurring within a facility, the report should include any actions taken by the facility in response to the incident.
- An oral report of suspected abuse or neglect made to one of the above agencies by a mandated reporter must be followed by a written report to the same agency within 72 hours, exclusive of weekends and holidays.

Where to Report

A mandated reporter who suspects child maltreatment shall report the information to the local welfare agency, agency responsible for assessing or investigating the report, police department, or the county sheriff.

1. For suspected maltreatment in schools, the report should be made to the Minnesota Department of Education, Student Maltreatment at 651-582-8689. See also http://education.state.mn.us/MDE/SchSup/StuMaltr/index.html.
2. For suspected maltreatment in the child’s home or community by parents, family, or others, the report should be made to Ramsey County Child Protection at 651-266-4500.
3. For suspected maltreatment in a day care facility, the report should be made to the Minnesota Department of Human Services, Licensing Division’s Maltreatment Intake Line, at 651-297-4123.

Failure to Report

A mandated reporter who knows or has reason to believe a child is or has been neglected or physically or sexually abused and fails to report is guilty of a misdemeanor. In addition, a mandated reporter who fails to report maltreatment that is found to be serious or recurring maltreatment may be disqualified from employment in positions allowing direct contact with persons receiving services from programs licensed by the Minnesota Department of Human Services (DHS) and by the Minnesota Department of Health (MDH), and unlicensed Personal Care Provider Organization.

Retaliation Prohibited

An employer of any mandated reporter shall not retaliate against the mandated reporter for reports made in good faith or against a child with respect to whom the report is made. The Reporting of Maltreatment of Minors Act contains specific provisions regarding civil actions that can be initiated by mandated reporters who believe that retaliation has occurred.

Internal Review

When the facility has reason to know that an internal or external report of alleged or suspected maltreatment has been made, the facility must complete an internal review and take corrective action, if necessary, to protect the health and safety of children in care.

Equity Policy

SPPS District Policies: Key Issues

Equal Opportunity/Non-Discrimination Policy  
(Policy 102)

Policy Excerpt
1. Saint Paul Public Schools 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. Saint Paul Public Schools also makes reasonable accommodation to the known disabilities of qualified disabled individuals. This policy applies to all areas of education, employment, and programs and services operated by the school district.
2. Every school district employee and school board member shall comply with this policy.
3. The Superintendent shall designate one or more employees to coordinate the school district’s efforts to implement this policy and to comply with and carry out the district’s responsibilities under the following laws and their implementing regulations: section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, Title IX of the Education Amendments of 1972, and the Civil Rights Act of 1964. The Superintendent or his or her designee shall publish contact information for the employees responsible for carrying out the requirements of this paragraph.
4. Individuals may direct questions about this policy or its implementation to the responsible school district employee, designated by the Superintendent, or to the Superintendent.

Read the full policy at boe.spps.org/policymanual

Drug-Free Workplace/Drug-Free School (Policy 413/504)  
Tobacco-Free Environment (Policy 414)

Policy Excerpt:

Drug-Free Workplace/Drug-Free School
1. Use and/or possession of controlled substances, toxic substances, or alcohol at or in any school or work location is prohibited as general policy. Paraphernalia associated with controlled substances is also prohibited.
2. No person shall use or possess alcohol, toxic substances or controlled substances at or in any school or work location.
3. The school district will act to enforce this policy and to discipline or take appropriate action against any student or other person who violates this policy.

Tobacco-Free Environment
1. No person shall use tobacco or tobacco-related devices in any indoor area or upon any grounds or property that is owned, leased or contracted for by the school district. This prohibition extends to all facilities, whether owned, rented or leased, and to all vehicles that the school district owns, leases, rents, contracts for or controls. This prohibition extends to all events and activities sponsored by the Saint Paul Public Schools.
2. No student under age 18 shall possess tobacco or tobacco-related devices in or upon any grounds or property that is owned, leased or contracted for by the school district. This prohibition extends to all facilities, whether owned or leased, and to all vehicles that a school district owns, leases, rents, contracts for, or controls. This prohibition extends to all events and activities sponsored by the Saint Paul Public Schools.

Read the full policy at boe.spps.org/policymanual
Background Check Materials

SOCIAL WORK INTERN PLACEMENT DATA SHEET

Social Work Intern Name: ____________________________________________________________
Date of Birth: __________________________    Phone Number: ____________________________
Email: ____________________________________________________________________________

Assigned SPPS School: __________________________________________________________________
Cooperating School Social Worker: __________________________________________________________________
Start Date: ____________________________  End Date: _______________________________
Year: _________________

Area of Licensure: _______________________________   Endorsements: _____________________
College: ____________________________________________________________________________
College Supervisor: __________________________________________________________________
Program Contact Person: __________________________________________________________________
Email: ____________________________________________________________________________
Phone Number: ______________________________________________________________________

The cost for the Criminal Background check is $33.50. Please make checks payable to: Saint Paul Public Schools.

_____ Cash    _____ Check
Media Permission

If the teacher candidate requires any form of media as part of their EdTPA or another part of their assignment, instruct the teacher candidate to work with their cooperating teacher to determine the permission levels for media participation. The three different levels are outlined on the form. If any questions regarding media permission arise, please contact the Office of Leadership Development.

Guidelines for EdTPA Submission

There are two boxes for “attestation” during the EdTPA upload through Pearson. All SPPS teacher candidates using media from SPPS must select the following:

- 1st box: Agreeing to have the EdTPA by scorers
  - YES – SPPS teacher candidates agree
- 2nd Box: Agreeing to potential use of the video to be used for scorer training and professional development
  - NO – SPPS teacher candidates must select “DO NOT AGREE”

Withdrawal/Removal of Teacher Candidate

It is the responsibility of SPPS administrators and teachers to ensure that the best interest of SPPS students is the first priority.

It is imperative that the cooperating teacher keeps the teacher candidate informed of his/her progress during student teaching. If at any time during the assignment the progress of the teacher candidate is determined to be unsatisfactory, the IHE supervisor is to be notified by the cooperating teacher or Principal. Arrangements are to be made for the supervisor to immediately visit the school for observation or consultation. Until such visit occurs, the teacher candidate is to be involved in classroom observation only.

During the visit, the teacher candidate will be informed by the IHE supervisor that progress is unsatisfactory and a plan for improvement will be developed by the IHE supervisor for the teacher candidate. It is expected that the IHE supervisor will be an integral part of assisting the teacher candidate with the improvement plan. Subsequent observations are to be followed up by written communication to the teacher candidate and IHE supervisor from the cooperating teacher indicating whether performance was satisfactory or unsatisfactory. If the plan for improvement is not successful, the teacher candidate will be removed.

Any time the teacher candidate’s performance is such that it endangers the personal, emotional, or physical well-being of the children of SPPS, the teacher candidate will be immediately removed from the classroom. The Principal will contact the district designee (Assistant Director of Human Resources) and the IHE supervisor. Arrangements will be made for the IHE supervisor to immediately visit the school for an exit conference. At that time, the reasons for removal will be outlined with the IHE supervisor and teacher candidate.

Notwithstanding the foregoing guidelines, the District retains the right to remove a teacher candidate at any time from the classroom or an SPPS program when deemed to be in the best interests of the teacher candidate, SPPS students or the District.
**Policy Excerpt**

The purpose of this policy is to maintain a respectful learning and work environment in Saint Paul Public Schools that is free from 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. Individuals subjected to such harassment or violence have unreasonable burdens placed upon their rights to learn and work. Students, school district personnel, and members of the school district community should strive to create an environment that is free of harassment and violence and must conduct themselves in a manner consistent with the spirit and intent of this policy.

**GENERAL STATEMENT OF POLICY**

1. **Prohibition**
   The school district prohibits harassment or violence, described by this policy, by or toward a student, school district personnel, or member of the school district community.

2. **Responsibility to Report and Take Appropriate Action**
   - **School district personnel** – School district personnel must take timely and appropriate action when they know or should know of the existence of harassment or violence, described by this policy, by or toward a student.
   - **Supervisors** – Administrators, managers, supervisors, and school board members must take timely and appropriate action when they know or should know of the existence of harassment or violence, described by this policy, by or toward school district personnel or members of the school district community.
   - **Others** – Students, school district personnel, or members of the school district community who suspect harassment or violence, described by this policy, should report it to the designated individual in their workplace or educational setting.

3. **Investigation and Corrective Action**
   The school district will act promptly to investigate all complaints, either formal or informal, oral or written, of harassment or violence and to discipline or take other appropriate action against any student, school district personnel, or member of the school district community who is found to have violated this policy. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies. The investigation and resolution of complaints shall be carried out by administrative procedures.

4. **Retaliation**
   Retaliation by a student, school district personnel, or member of the school district community against any individual who makes a good faith report of alleged harassment or violence or any individual who testifies, assists, or participates in an investigation, or in a proceeding or hearing relating to such harassment or violence, is prohibited. The school district will discipline or take appropriate action against any student, school district personnel, or member of the school district community who engages in retaliation. Retaliation includes any form of intimidation, reprisal, or harassment.

**REPORTING**

The Superintendent shall implement administrative procedures that ensure that complaints of harassment or violence are addressed in an appropriate and timely manner. These procedures shall include designation of site-based and district-level personnel responsible for receiving and investigating oral and written complaints.

**TRAINING**

1. **Dissemination of Policy**
   The contents of this policy shall be—
   - Conspicuously posted throughout each school building in areas accessible to students, school district personnel, and members of the school district community, along with the name and contact information of personnel responsible for receiving complaints;
   - Given to individual school district personnel at the time of hire; and
   - Included in the student handbook.

2. **Training**
   The school district will develop and implement a method of discussing this policy with students and school district personnel. The district shall ensure that students and school district personnel receive additional training as necessary regarding behavior that constitutes a violation of this policy and steps necessary to change or report the behavior.
SPPS District Policies: Key Issues

Harassment, Violence and Other Offensive Behavior Policy (Policy 415) CONTINUED

DEFINITIONS
For purposes of this policy, terms have the following meaning:

1. Harassment Described By This Policy
   • Harassment described by this policy 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
   • 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;
   • Racial or religious harassment
   • Sexual harassment.

2. Member of the School District Community
   A member of the school district community means any agent, volunteer, contractor, or other individual engaged in a school district activity or program.

3. 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
   • Has the purpose or effect of creating an intimidating, hostile, derogatory, or offensive employment, educational, or school district environment;
   • Has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education; or
   • Otherwise adversely affects an individual’s employment, educational opportunities, or access to a benefit from the school district.

4. 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. This act may also constitute a criminal law violation.

5. School District Personnel
   School district personnel include employees, school board members, and persons subject to the supervision and control of the district.

6. 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—
   • 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;
   • 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
   • 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.

7. Sexual Violence
   Sexual violence is a physical act of aggression or force or the threat of aggression or force which involves the touching of another’s intimate parts, or forcing a person to touch any person’s intimate parts (as defined in Minn. Stat. § 609.341). This act may also constitute a criminal law violation.

8. Violence Described By This Policy
   Violence described by this policy includes sexual, racial, and religious violence.

Read the full policy at boe.spps.org/policymanual
Hazing Prohibition (Policy 501)

Policy Excerpt

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 which 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 Executive Director 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.
**Bullying Prohibition (Policy 505)**

**PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other intimidation, harassment, violence, and offensive behavior, has the purpose or effect of creating a hostile educational environment and may place a student in reasonable fear of harm to his or her person or property. Bullying interferes with students’ ability to learn and teachers’ ability to educate students and, as such, is strictly prohibited in Saint Paul Public Schools (the District). This policy addresses bullying of students; other policies apply to treatment of employees. Related policies addressing student behavior are listed for reference at the end of this policy.

The District cannot monitor the activities of students at all times or eliminate all bullying. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the District’s intent to:

- Prevent bullying by teaching and modeling positive behavior, and
- Investigate, respond to, remediate, and discipline bullying behavior that has not been successfully prevented.

**DEFINITIONS**

“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 reasonable 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.

“Reprisal” means retaliation, intimidation, or any form of intentionally disparate treatment against any person who makes a good faith report of alleged bullying or against any person who testifies, assists, or participates in an investigation, proceeding or hearing relating to such bullying.

**PROHIBITION**

1. Bullying against a student, by either an individual or a group, is prohibited in Saint Paul Public Schools (the District).
   a. Employees, volunteers, and contractors of the District shall not allow bullying.
   b. This policy applies to incidents and situations that occur on any property owned or controlled by the District or occurring in connection with any activity sponsored or associated with the District, including district technology resources.
   c. This policy applies to individuals who directly engage in an act of bullying.
   d. This policy also applies to individuals who, by their indirect behavior, support another’s act of bullying.
   e. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

2. Any individual who engages in an act of bullying, reprisal, or false reporting of bullying, or who supports bullying, shall be subject to discipline for that act in accordance with district policies. The District may take into account the following factors:
   a. The developmental and maturity levels of the parties involved;
   b. The levels of harm, surrounding circumstances, and nature of the behavior;
   c. Past incidents or past or continuing patterns of behavior;
   d. The relationship between the parties involved; and
   e. The context in which the alleged incidents occurred.

[Read the full policy at boe.spps.org/policymanual]
Student Discipline
(Policy 506)

Policy Excerpt
1. It shall be the responsibility of each principal and staff to encourage and maintain an atmosphere of discipline and mutual respect. Discipline is defined as controlled behavior, designed to develop within an individual responsibility for his/her own actions in accordance with socially accepted conduct. It is the development of a mature individual capable of self-control and direction and a creation of academic conduct and environment.
2. Staff members shall observe the procedural requirements of the district’s elementary and secondary student behavior handbooks and state and federal law when serving disruptive students.
3. The current Student Behavior Handbook: Rights and Responsibilities shall govern student behavior and discipline in the elementary and secondary schools of the District.

Read the full policy at boe.spps.org/policymanual

Positive Behavioral Interventions and Supports System (PBIS)
In order for there to be an effective management and instructional plan, schools may have a PBIS in place. Staff work together to develop and implement plans focusing on the three core values of respect, responsibility, and safety.

PBIS is an approach to assist schools in identifying, adapting, and sustaining effective school-wide disciplinary practices and classroom management. PBIS helps create a positive climate for schools, increase school safety, and improve both classroom management and student achievement. PBIS provides the student with positive behavior and learning supports that are matched to individual needs.

Site Specific Positive Behavior Expectations

<table>
<thead>
<tr>
<th>Bus</th>
<th>Hallway</th>
<th>Classroom</th>
<th>Bathroom</th>
<th>Cafeteria</th>
<th>School Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ride quietly</td>
<td>Walk quietly</td>
<td>Listen and pay attention to</td>
<td>Respect people’s</td>
<td>Use appropriate</td>
<td>Follow adult</td>
</tr>
<tr>
<td></td>
<td>Use inside voices</td>
<td>the teacher</td>
<td>privacy</td>
<td>language</td>
<td>directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be considerate of other</td>
<td>Follow staff</td>
<td>Walk together with teachers and classmates</td>
<td>Always use toilet or</td>
<td>Use appropriate</td>
<td></td>
</tr>
<tr>
<td>people and their property</td>
<td>directions</td>
<td></td>
<td>urinal</td>
<td>language</td>
<td></td>
</tr>
<tr>
<td>Use appropriate</td>
<td>Help keep clean</td>
<td>Maintain dress code and</td>
<td>Treat others kindly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>language</td>
<td></td>
<td>personal space</td>
<td>Be considerate of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrive on time</td>
<td>Maintain personal</td>
<td>Arrive on time</td>
<td>Stay seated until you</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>space and hold on</td>
<td></td>
<td>have finished eating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to personal belongings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow safety rules</td>
<td>Carry a hat when needed</td>
<td>Complete all assignments with honesty and integrity</td>
<td>Flush the toilet or urinal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay in your seat</td>
<td>Walk quietly</td>
<td>Be prepared for the day and for each class</td>
<td>Wash with soap and water</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Let others sit down when you are finished</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enter in orderly manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn and follow safety rules</td>
<td>Arrive at class on time</td>
<td>Do your best</td>
<td>Maintain personal space</td>
<td>Use extra time to study or finish homework</td>
<td>Demonstrate positive leadership</td>
</tr>
<tr>
<td>Listen and follow the bus drivers directions</td>
<td>Take pride in your</td>
<td>Take pride in your work</td>
<td>Demonstrate positive behavior</td>
<td>Engage in positive conversation with others</td>
<td>Challenge yourself to learn new things</td>
</tr>
<tr>
<td>Demonstrate positive behavior</td>
<td>Demonstrate positive behavior</td>
<td>Challenge yourself to learn</td>
<td>Return to class promptly</td>
<td>Read and follow cafeteria rules</td>
<td>Demonstrate good manners</td>
</tr>
</tbody>
</table>
SPPS District Policies: Key Issues

Information Technology Usage and Safety Policy
(Policy 520)

Policy Excerpt
The proper use of technology resources and the educational value to be gained from proper use is the joint responsibility of students, parents or guardians, and employees of the school district.

USER RESPONSIBILITY
1. Appropriate Use

Individual users of district technology resources have the responsibility to:
   a. Comply with all policies as they may be interpreted to apply to technology resources
   b. Find, evaluate, and effectively use information and resources
   c. Respect the privacy of other users
   d. Maintain the security of the district technology resources
   e. Recognize and honor the intellectual property rights of others
   f. Disclose inadvertent access of unacceptable materials or an unacceptable Internet site to an appropriate district administrator

2. Acceptable Use of technology resources includes the following:
   a. Support instructional, administrative, and business uses consistent with the mission of the district
   b. Encourage efficient, cooperative, and creative methods to perform the user’s job duties or educational tasks
   c. Exercise authorized and appropriate access to voice, audio, video, and data systems, software or data, both locally and at and from other sites, and
   d. Administer, support, or maintain district technology resources as appropriate.

3. Unacceptable Use

Unacceptable use of district technology resources includes but is not limited to:
   a. Providing, assisting or gaining unauthorized or inappropriate access to the district’s technology resources, including any type of video, audio, or data network or system
   b. Interfering with the ability of others to effectively use the district’s technology resources or network services
   c. Gaining unauthorized access to or compromising another user’s account, file, work, or data
   d. Distributing any material to intentionally cause congestion of the voice, audio, video, and data networks
   e. Accessing, reviewing, uploading, downloading, storing, printing, posting, receiving, transmitting, or distributing:
      i. Pornographic, obscene, or sexually explicit material or other material or visual depictions that are harmful to minors
      ii. Abusive or threatening materials, including hate mail, or harassing or discriminatory materials that violate school district policies
   f. Publishing materials or otherwise distributing content without the author’s permission
   g. Using technology resources for a commercial, political, or profit-making purpose, except as specifically approved or agreed to by the district
   h. Using technology resources to engage in any illegal act or violate any local, state, or federal statute or law
      i. Violating copyright laws or usage licensing agreements, or otherwise using another person’s intellectual property without the person’s prior approval or proper citation
   j. Disclosing, using, posting or otherwise disseminating private information about another person, or posting personal contact information about oneself or others
   k. Using someone else’s digital signature without authorization
   l. Monitoring another user’s information, attempting security breaches, or disrupting communication

4. Guidelines for Acceptable Use:
The publications Guidelines for Acceptable Use by Employees, Contractors, and Board Members, Guidelines for Acceptable Use by Students and The Rights and Responsibilities Handbook contain additional information further describing acceptable use of district technology resources.
# SPPS 2023-2024 Calendar

## SEPTEMBER
- 4: No School, Labor Day (Grades: PreK-12)
- 5: First Day of School (Grades: 1-12)
- 6-7: No School, Family Welcome Meetings (Grades: Pre-K & K)
- 7: First Day of School (Grades: Pre-K & K)
- 25: No School, Professional Development / Yom Kippur (Grades: PreK-12)

## OCTOBER
- 19-20: No School, State Teacher Meeting (MEA) (Grades: PreK-12)
- 27: No School, Conference Preparation (Grades: Pre-K-6)

## NOVEMBER
- 5: End of Quarter 1
- 10: No School, Parent-Teacher Conferences (Grades: PreK-5)
- 23-24: No School, Thanksgiving Break (Grades: PreK-12)

## DECEMBER
- 25-29: No School, Winter Break (Grades: PreK-12)

## JANUARY
- 1-5: No School, Winter Break (Grades: PreK-12)
- 15: No School, Martin Luther King Jr. Day (Grades: PreK-12)
- 25: End of Quarter 2
- 26: No School, Elementary Professional Development / Secondary Grading Day (Grades: PreK-12)

## FEBRUARY
- 19: No School, Presidents Day (Grades: PreK-12)

## MARCH
- 8: No School, Conference Preparation (Grades: Pre-K-6)
- 28: End of Quarter 3
- 29: No School, Parent-Teacher Conferences / Secondary Professional Development (Grades: PreK-12)

## APRIL
- 8-12: No School, Spring Break (Grades: PreK-12)
- 10: No School, Eid al-Fitr (Grades: PreK-12)

## MAY
- 27: No School, Memorial Day (Grades: PreK-12)

## JUNE
- 10: Last Day of School (Grades: PreK-12)
- 19: District Holiday, Juneteenth

---

### 2023-24 School Year Calendar

**Important Dates**
- No School PreK-5
- No School for Pre-K and Kindergarten (ECSE follows the Pre-K calendar)
- No School All Grades (PreK-12)

**End of Quarter**

### August 2023

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### September 2023

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### October 2023

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### November 2023

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### December 2023

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### January 2024

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### February 2024

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### March 2024

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### April 2024

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### May 2024

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### June 2024

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

### July 2024

<table>
<thead>
<tr>
<th>Su</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>Th</th>
<th>F</th>
<th>Sa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

---

30 | Institution of Higher Education Placement Coordinator Handbook
LIMITED EXPECTATION OF PRIVACY

1. Limited Privacy:
   By authorizing use of district technology resources, the District does not relinquish control over materials on the system or
   contained in files on the system. Users should expect only limited privacy for the contents of personal files stored on, or
   activity conducted through, district technology resources.

2. Data Privacy:
   Data and other materials in files maintained on district technology resources may be subject to review, disclosure, or discovery
   under various laws.

3. Investigative Uses:
   The District will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any
   activities not in compliance with law or school district policies and conducted using district technology resources.

4. Violations:
   Routine maintenance and monitoring of the district technology resources may find that a user has violated this policy, another
   school district policy, or the law. A search of the individual’s system content and use will be conducted if school authorities
   have a reasonable suspicion that the search will uncover a violation of law or school district policy.

5. Parent/Guardian Rights:
   Parents or guardians have the right at any time to review the contents of their student’s files, including e-mail files, stored on
   district technology resources. Parents or guardians have the right to request the termination of their student’s individual
   account at any time.

6. School District's Rights:
   The District reserves all rights to control its technology resources, and may:
   a. Monitor or restrict a user’s access to district technology resources
   b. Search any computer or electronic data storage devices that are assigned to a user or used on any district computer or
      network
   c. Retrieve, alter, post, remove or delete any data created, received, transmitted, stored, or maintained by any user on or
      through district technology resources to the extent consistent with law and District policy.

Read the full policy at boe.spps.org/policymanual

SPPS ID Badges for Teacher Candidates

SPPS does not provide teacher candidates with security access badges through the district. Teacher candidates should be in the company of their cooperating teacher while at the school. Individual schools can create ID badges for their teacher candidates if they choose.
Future Teacher Openings in SPPS

Careers with SPPS

We are lucky to be located in Saint Paul, Minnesota’s capital city and one of the state’s most dynamic and caring communities. People choose to work in our district because they are committed to helping all students achieve. By employing a highly skilled, highly dedicated team of professionals, we increase our students’ chances of turning educational challenges into opportunities.

SPPS is committed to an inclusive work and school environment where all people (both internal and external to the organization) - regardless of rank, disability, age, race, gender, nationality, religion or sexual orientation—feel welcomed, valued and respected.

*Saint Paul Public Schools is an Equal Opportunity Employer and supports an inclusive work environment.*

Teacher Candidates

SPPS is focused on hiring the best teacher candidates—those who are an excellent match with the district’s mission, values and vision, as well as those with the requisite teacher skills and knowledge. All teacher candidates who have been prepared in our district are considered potential employees. To start that process, the Human Resources Department surveys the cooperating teacher for feedback on the teacher candidate.

Teacher candidates can learn more about available jobs and substitute opportunities, and apply, through the Human Resources Department website at hr.spps.org.
Resources

Leadership Development

Assistant Administrator
Silvy Un, Ph.D.
Office: (651) 744-8246
Email: silvy.un@spps.org

Coordinator
Danaya Franke
Office: (651) 744-1324
Email: danaya.franke@spps.org

Management Assistant III
Jada Wollenzien
Office: (651) 744-5074
Email: jada.wollenzien@spps.org
Resources

Data Center
The Data Center is the primary location in SPPS for student summary data including reports on state/district mandates assessments, data on other performance indicators and demographics at the school and district levels.

For school specific data, visit http://datacenter.spps.org/  
• Click on "School Info" on the left hand column menu  
• Select a school from the drop down menu  
• Select a topic from drop down menu  
• Select a report from the drop down menu  
• Note: some reports will appear toward the bottom of the screen while others will require you to download a PDF