

SAINT PAUL PUBLIC SCHOOLS: PRE-SERVICE TRAINING FOR TEACHER CANDIDATES



**Saint Paul Public Schools
Human Resources Department
651-767-8200**

Updated 7/27/18



WELCOME TO SAINT PAUL PUBLIC SCHOOLS

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 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

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.

Greetings!

Welcome to Saint Paul Public Schools! Your pre-service placement has been finalized and we are pleased that you will be joining our district for your training. Teacher candidates bring our staff a wealth of new ideas, and our students an opportunity for additional learning.

This packet includes an overview of Saint Paul Public Schools, information about key district policies, the requirements and basics of the co-teaching model and information for future openings in the district.

In addition to this letter, your student teaching placement assignment is contingent upon the successful completion of a criminal history background check and the completion of the co-teaching training. Within 7-10 days of this letter:

- ☐ Complete the enclosed background check authorization form and teacher candidate placement data sheet
- ☐ Attach a check in the amount of **\$22.00 to Saint Paul Public Schools**, and send to:
 - Saint Paul Public Schools:
 - Attention: Kelly Ouellette
 - Human Resource
 - 360 Colborne Street
 - Saint Paul, MN 55102
- ☐ Pre-service training of teachers in SPPS requires cooperating teachers and student teacher candidates to participate in co-teaching methods during the pre-service placement. As a part of the co-teaching model, cooperating teachers and teacher candidates are required to complete two courses on co-teaching prior to placement. Make arrangements and connect with your cooperating teacher to complete the co-teaching training requirements.

Please make sure you review and understand this information prior to beginning your assignment.

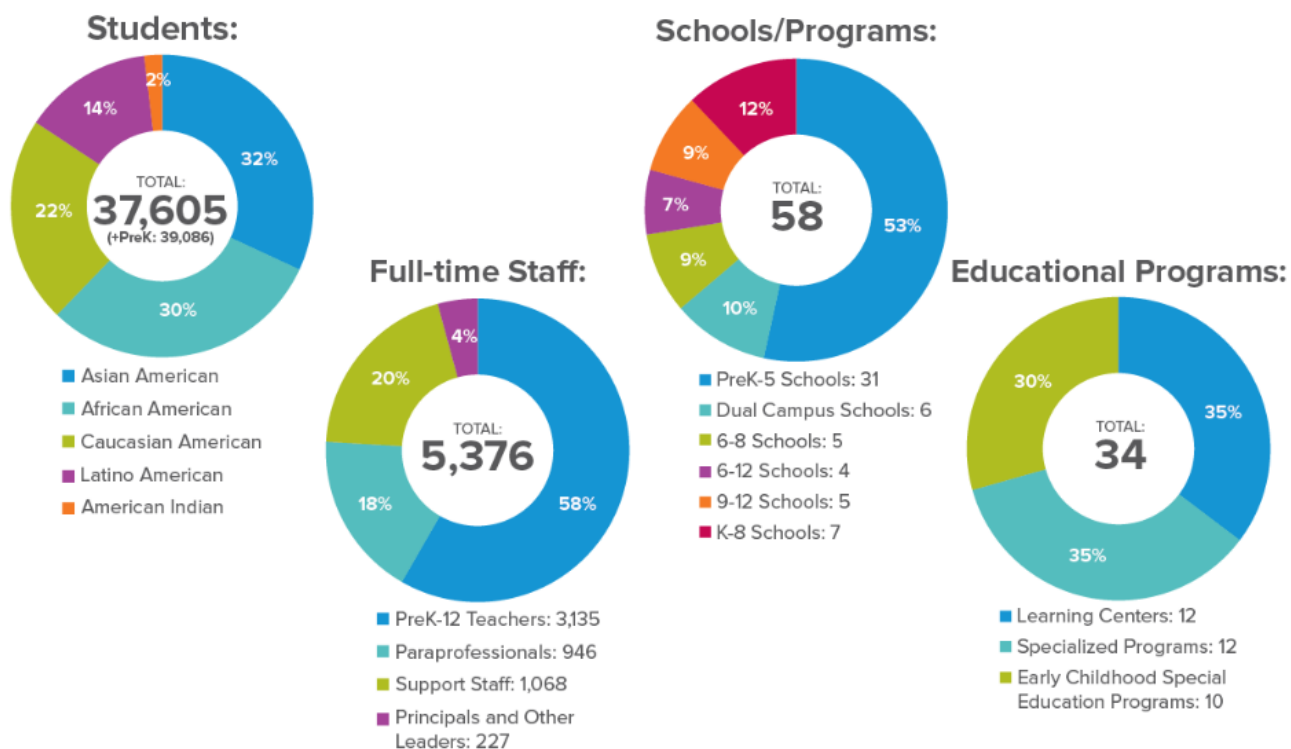
Ensure you follow Media Permissions and EdTPA Submission Guidelines on page 20.

Please report to the school office on the first day of your assignment to make arrangements to meet the Principal.

Sincerely,

SPPS Human Resources Department

SPPS at a Glance



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 scores up 2 percentage points from 2015

MCA Science scores up 3 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

RESOURCE

For more information on SPPS demographics by school site, visit <http://datacenter.spps.org/>



Independent School District 625

360 Colborne Street
Saint Paul, MN 55102-3299

Telephone: (651) 767-8200 www.spps.org/hr

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:
 - Data Privacy Tutorial and Signature form.
 - Policies and Practices Acknowledgement 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 online and complete the background check form online.

Saint Paul Public Schools
Attention: Maria Flores
Human Resource
360 Colborne Street
Saint Paul, MN 55102

Email HRworkforce@spps.org, HR.info@spps.org, or
maria.flores@spps.org

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



Student Teacher/Intern Placement Data Sheet

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: _____

Universities performing background checks for Student Teachers

Bethel	College of St. Scholastica	MNSU-Mankato	Northwestern
St. Kate's	St. Mary's	UST	UWRF
	Walden		

For Universities not listed, the cost for the Criminal Background check is \$22. To receive a link for the Criminal Background check, complete this form and email to 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



Saint Paul Public Schools Policies & Practices Acknowledgement

Name: _____ Date: _____

Email: _____ Phone: _____

Program or Role in Saint Paul Public Schools: _____

Service Begin Date: ____/____/____ Service End Date: ____/____/____

Program Supervisor: _____

SPPS Program Sponsor or Contact: _____

Saint Paul Public Schools requires that adults who work with our students follow state and federal law and best practices. Individuals seeking credentials that provide access to any Saint Paul Public Schools data sets must acknowledge that they have read the guidelines and agree to follow them.

Please fill out the information above and provide the signed form to the Saint Paul Public Schools contact for your program, either directly or through your program supervisor prior to the start of your placement.

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

1. I confirm that I have read the Saint Paul Public Schools Guidelines for Student Data Privacy Practices and agree to follow them. Guidelines are detailed on the SPPS website [linked here](#).
2. I understand and agree that I am responsible for understanding and complying with the Family Educational Rights and Privacy Act (FERPA) and the Minnesota Government Data Practices Act.
3. I understand and agree that, pursuant to FERPA, I may not disclose any personally identifiable information from an education record without the prior consent of the parent or eligible student and that I may only use the information obtained for the purposes for which the disclosure was made.
4. **Background Check.** I will accurately, truthfully, and fully complete all necessary paperwork and voluntarily provide all useful or necessary information to assist with completing my background check prior to the first day of my placement.
5. **Compliance with SPPS Policy.** Prior to the first day of my placement, I will review SPPS policies, available on SPPS' 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 Harassment, Violence and Other Offensive Behavior, 415.00.1 Procedure: Harassment, Violence and Other Offensive Behavior, 903.00 Dangerous Weapons, Firearms, 500.00 Gender Inclusion, and 500.00.01 Procedure: Gender Inclusion Procedures.



Saint Paul Public Schools

Policies & Practices Acknowledgement

6. **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.
7. **Acknowledgment of Recommendation.** I understand and agree that SPPS has recommended that I join the National Education Association (“**NEA**”) Student Program or a similar association that offers student teachers professional liability insurance as a benefit of membership.
8. **Execute and Return.** I agree to execute and return a copy of this Saint Paul Public Schools Policies & Practices Acknowledgement to SPPS and to my educational institution prior to the first day of my placement.

Signature: _____ Date: _____

PRIVACY NOTICE TO CURRENT AND PROSPECTIVE EMPLOYEES

Saint Paul Public Schools (SPPS) is providing this notice to inform you of your rights as they pertain to private information (or private data) we collect from you about yourself. Information we collect from you is classified by law as public, private or confidential. As a public employee, most data we maintain about you is public. Public data anyone can see. Private data on yourself you may see. Confidential data on yourself you may not see.

Information Requested:ⁱ As a SPPS employee, you have been requested, or may be requested, to provide the following information about yourself, which is private data:

- Home or Mailing Address
- Home or Cellular Telephone Number
- Social Security Number
- Date of Birth
- Marital Status
- Emergency Contact
- Driver's License Number
- Criminal History
- Gender/Sex
- Disability Status
- Race/Ethnicity

Purposes: The information we request from you may be used for one or more of the following purposes:

- To distinguish you from other persons and employees and identify you in our personnel files;
- To determine your eligibility for employment or for a particular position;
- To contact you or other significant persons (in an emergency);
- To enroll you and your dependents for health and other insurance;
- To enroll you in pension plans, deferred compensation and tax sheltered annuity plans;
- To account for wages and taxes;
- To manage expense reimbursements;
- To enroll you in and account for fringe benefit programs available through SPPS;
- To monitor the demographics of our workforce and to determine the effectiveness of recruitment efforts;
- To meet state and federal reporting requirements; and
- For other purposes reasonably necessary for the administration and management of SPPS and programs authorized or mandated by law.

The law does not require you to provide most of the information you are asked to provide above. However, you may need to provide the information to access some benefit offered by or through SPPS or to enable SPPS to administer and manage its programs and processes efficiently. Without certain requested information, SPPS may not be able to determine your eligibility for employment or for a specific position, pay your wages, or grant you other benefits.

November, 2008

Sharing of Information/Data: The private information you provide may be shared with persons in SPPS who need to know the information. This includes, but is not limited to, SPPS payroll and human resource staff, supervisory staff, and contractors and vendors hired to perform functions for SPPS (e.g. payroll, substitute teacher reporting system). The information you provide may also be shared with applicable pension plans (i.e., PERA, TRA); labor organizations (to the extent allowed for by Minn. Stat. §13.43, subd. 6); the Internal Revenue Service; the Social Security Administration, the Minnesota Departments of Education, Revenue, Finance and Employee Relations, Economic Security, Human Rights, and Labor and Industry; the Board of Teaching; Immigration and Customs Enforcement; and other state and federal entities and agencies authorized by law to access private information/data.

Information may also be shared with other agencies authorized by law to receive specific data relating to absent/non-supportive parents; civil/human rights complaints; worker's compensation; unemployment compensation; labor contracts; employee assistance programs; and child/vulnerable adult abuse.

Social Security Numbers: Regarding social security numbers, in most cases your disclosure of your social security number is voluntary. However, if you do not provide your social security number to SPPS when hired or on the Personnel Information Form, SPPS cannot employ you. Federal law permits government entities to require an individual to provide his/her social security number for the administration of any tax. When you are asked to give your social security number on any state or federal revenue or tax forms, this collection is mandated by 42 U.S.C. § 405(c)(2)(C)(i) and Minn. Stat. § 270C.36. If you provide your social security number, SPPS may share your social security number with the Minnesota Department of Revenue, the Internal Revenue Service, Social Security and Medicare tax programs, applicable pension plans (i.e., PERA, TRA), the Bureau of Criminal Apprehension, any other governmental entity needing it to administer an applicable tax program, or as otherwise allowed by law. In addition, SPPS will share it, as necessary, with contractors and vendors performing functions for SPPS.

Questions: If you have questions about this notice, please direct them to the Human Resource Department, 360 Colborne Street, Saint Paul, MN, 55102.

ⁱ If your private information/data changes, please provide the Human Resources Department the updated information. This notice applies to any updated information you provide as well as to private information you provide in any future contact with SPPS, whether the contact is in person, by mail (including electronic mail), or by phone.

November, 2008

CO-TEACHING TRAINING REQUIREMENTS

Pre-service training of teachers in SPPS requires cooperating teachers and student teacher candidates to participate in co-teaching methods during the pre-service placement. As a part of the co-teaching model, cooperating teachers and teacher candidates are required to complete two courses on co-teaching prior to placement.

Foundations (2 hours)

Foundations training allows participants to learn about co-teaching, how this differs from a traditional student-teaching model and the various co-teaching strategies. Training is taken once by each cooperating teacher and teacher candidate.

- ☐ Foundations Training – Cooperating Teacher
- ☐ Foundations Training – Teacher Candidate

Pairs (2 hours)

The Pairs workshop provides the cooperating teacher and student teacher candidate with tools for how they will successfully work together in supporting the learning of all students in the classroom to maximize student achievement. Training is taken each time there is a new cooperating teacher and teacher candidate pair.

- ☐ Pairs Training – Cooperating Teacher and Teacher Candidate

Training Options

There are three ways to participate:

- 1) **SPPS-based** – Foundations and Pairs training will be hosted at SPPS and facilitated by SPPS. Course can be found on PDExpress.
- 2) **IHE site-based** - Foundations and Pairs training takes place at the IHE and will be facilitated by the IHE(s).
- 3) **Online** - Trainings will be available online for those who are unable to attend institution-based or SPPS-based training session.

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

For additional information about hosting a teacher candidate, please see your principal or contact Human Resources.

CO-TEACHING MODEL

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)

<p>Co-Teaching is an Attitude... An attitude of sharing the classroom and students Co-Teachers must always be thinking... We're Both Teaching!</p>	<p>Why Co-Teach?</p> <ul style="list-style-type: none"> ▪ 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 	<p>Co-Teaching is NOT:</p> <ul style="list-style-type: none"> ▪ 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.
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Adapted from and based on the co-teaching model of student teaching developed and researched by Saint Paul Public Schools and St. Cloud State University, MN

Co-Teaching Won't Happen Without PLANNING

Pairs Are Encouraged to:

- **Designate a co-planning time.** This time is used to determine what co-teaching strategies will be used and how you will teach collaboratively. You will be responsible for additional planning beyond this planning time; the focus is on planning for co-teaching.
- **Try each co-teaching strategy (see below).**
- **Adjust the lead role.** Lead of the planning shifts from the cooperating teacher (early in the experience) to the teacher candidate as the experience progresses.

Based on the co-teaching model of student teaching developed and researched at St. Cloud State University, MN

Co-Teaching Strategies

One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.

Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used.

Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.

Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.

Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.

Team Teaching — Well-planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Heck, Bacharach, Dahlberg (2010) Adapted from the work of Cook & Friend (1995)

SAINT PAUL PUBLIC SCHOOL POLICIES: KEY ISSUES

GENERAL INFORMATION

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

It is the policy of the Saint Paul Public Schools to conform to Minnesota Statute 626.556, the Reporting of Maltreatment of Minors Act. We must report immediately suspected cases of maltreatment of any student or unborn child to either the local law enforcement agency or the local Human Services Department where the maltreatment took place. It is the policy of the Saint Paul Public Schools to mandate all employees, including college or graduate students interns, contracted employees and/or paid consultants, to report all cases of suspected student maltreatment to the proper authorities. This policy covers the above-mentioned group of mandated reported while they are engaged in the performance of their official duties for the school district. If the suspected maltreatment occurs within a school or school program by a staff person, the report must go to the Minnesota Department of Education, even if it also has been reported to local law enforcement. Mandated reporting should be reviewed annually with building staff and school social workers are available to assist administrators with this.

Helpful Websites

Ramsey County CPS: www.co.ramsey.mn.us/hs/fostercare/ChildProtectionScreening.htm

Minnesota Department of Education: <http://education.state.mn.us/MDE/SchSup/StuMaltr/index.html>

Minnesota Statute 626.556: <https://www.revisor.mn.gov/statutes/?id=626.556>

Racial Equity Policy (Policy 101.00)

PURPOSE

Saint Paul Public Schools (SPPS) students deserve respectful learning environments in which their racial and ethnic diversity is valued and contributes to successful academic outcomes.

This policy confronts the institutional racism that results in predictably lower academic achievement for students of color than for their white peers. Eliminating our district's institutional racism will increase achievement, including on-time graduation, for all students, while narrowing the gaps between the highest- and lowest-performing students.

SPPS acknowledges that complex societal and historical factors contribute to the inequity within our school district. Nonetheless, rather than perpetuating the resulting disparities, SPPS must address and overcome this inequity and institutional racism, providing all students with the support and opportunity to succeed.

1. ELIMINATE SYSTEMIC DISPARITIES

To interrupt systems that perpetuate inequities, SPPS will:

- A. Invite and include people from all races and ethnicities to examine issues and find adaptive solutions, which address the root causes and systems, rather than technical solutions, which provide one-time, situational fixes;
- B. Develop the personal, professional, and organizational skills and knowledge of its employees to enable them to address the role and presence of racism; and
- C. Eliminate practices that result in predictably lower academic achievement for any student racial group compared to peers.

2. ENSURE SYSTEMIC EQUITY

SPPS will implement and lead from a system-wide racial equity plan that stands on three critical pillars: Family, Student and Community Engagement; Leadership; and Teaching and Learning.

A. Family, Student and Community Engagement

SPPS employees will develop and implement equitable practices for and with our students, their families and other community members including:

1. Intentionally seeking and including students' multiple racial perspectives in the development and implementation of culturally responsive teaching and learning practices and curriculum;
2. Engaging family and community members with staff and students, district-wide and at school and program sites, in the development and implementation of culturally appropriate and effective partnerships between home and school; and

3. Inviting and including community members to bring multiple cultural perspectives to examining and solving issues that arise.

B. Leadership

SPPS leaders will ensure that racial equity guides employee actions and leads to improved academic results by:

1. Recruiting, employing, supporting, retaining and continuously developing a workforce of racially conscious and culturally competent administrative, instructional and support personnel;
2. Modeling racial equity in business practices;
3. Replacing inequitable operational practices with systems that support implementation of this policy, and
4. Focusing accountability systems and metrics on racially equitable results.

C. Teaching and Learning

SPPS employees will work together to increase their individual and collective capacity to effectively teach a racially and ethnically diverse and changing student population by:

1. Ensuring a positive and academically rigorous school environment that engages all students;
2. Collaborating as teachers and administrators to create and implement culturally responsive instructional practices, curriculum and assessments; and
3. Eliminating practices that lead to the over- or under-representation of any student racial group compared to peers.

3. IMPLEMENTATION AND MONITORING

The Board directs the Superintendent to develop and implement a system-wide racial equity plan with clear accountability and metrics, which will result in measureable academic improvements for SPPS students. The Superintendent shall regularly report progress on the plan and outcomes.

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

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

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

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

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.

DEFINITIONS

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

- 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.

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.

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

Bullying Prohibition (Policy 505)

Policy Excerpt

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.

**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 voice, video, 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.

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.

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.

3. 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.

4. 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.

5. 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

Gender Inclusion Policy (Policy 500)

Policy Excerpt

Purpose

The students of Saint Paul Public Schools (SPPS) deserve respectful and inclusive learning environments that value students' gender identity and gender expression. SPPS ensures that all students have access to programming and facilities in which they feel comfortable and safe.

This policy addresses the inequities some students, including intersex, transgender, and gender nonconforming students, confront as they navigate a system designed using a gender binary model.

Definitions

1. Gender refers to the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
2. Gender Binary refers to the social construction of a gender dichotomy between masculinity and femininity. The gender binary often ignores or denigrates alternate gender constructions.
3. Gender Expression refers to the manner in which persons represent or express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
4. Gender Identity refers to a person's deeply held sense or knowledge of their own gender.
5. Gender Nonconforming is a term for persons whose gender expression differs from stereotypical expectation. This includes persons who identify outside traditional gender categories or identify as both genders.
6. Sex refers to a person's biology and is generally categorized as male, female, or intersex.
7. Intersex refers to a combination of features that distinguish male and female anatomy.
8. Transgender is an adjective describing persons whose gender identity or expression is different from that traditionally associated with the sex at birth.

Ensure Gender Inclusiveness

SPPS staff and systems ensure inclusive access to programming and facilities. In accordance with procedure, the District will:

1. Respect all students' gender identity and gender expression by honoring the right of students to be identified and addressed by their preferred name and pronoun.
2. Within academic programming, prohibit the separation of students and/or curricular materials based upon gender unless it serves as a compelling pedagogical tool.

3. Provide all students the opportunity to participate in co-curricular and extracurricular activities in a manner consistent with their gender identity, including but not limited to intramural and interscholastic athletics.
4. Provide all students with access to facilities that best align with students' gender identity.

Social Media Policy (426)

Policy Excerpt

PURPOSE

Saint Paul Public Schools (District) recognizes that social media can be a powerful tool for enhancing learning and communication. The purpose of this policy is to address professional and personal use of social media by District employees. The District recognizes that its employees have certain constitutional, statutory, and/or contractual rights regarding speech and neither this policy nor the accompanying guidelines are designed to violate those rights.

DEFINITIONS For the purpose of this policy the following terms are defined as follows: A. Social media: Includes, but is not limited to, online media such as: websites, web logs (blogs) wikis, online forums, podcasts, and social networks. B. Employees: Any staff person of the District, as well as any agent, independent contractor, or other person engaging in work for the District C. Work time: Includes any time for which the employee is being compensated by the District, excluding vacations, sick days, personal leave, and paid holidays.

GENERAL STATEMENT OF POLICY When engaging with social media, whether for professional or personal use, District employees are advised to be respectful and maintain the highest standards of professionalism and ethical conduct. E. When referring to the District, its schools, students, employees, communities, programs, and activities on any social media networks, employees shall not use obscene or profane language or images in communications or conduct that is threatening, harassing, libelous, or defamatory, or that discusses or encourages any illegal activity or inappropriate use of illegal drugs, sexual behavior, harassment, or bullying. Employees must adhere to District Guidelines for Social Media Use. F. An employee is responsible for any content communicated by them on social media. G. When employees engage in social media sites that represent students, families, or groups within the District, they do so as employees of the district. Employees are advised to maintain appropriate boundaries at all times and must follow the requirements for mandated reporting.

WORK-RELATED USE OF SOCIAL MEDIA The Superintendent is authorized to establish public online social media accounts on behalf of the District, its departments, schools, official activities or programs for the purposes of informing the public generally and specifically regarding District messages. B. Only those public online social media accounts approved by the Superintendent or Superintendent's designee may use the District name, or name of any of its schools or departments, its mascots or team names, or otherwise present an image in words or visual images that purports to identify the social media account with Saint Paul Public Schools, its schools, departments, activities, or programs. C. The Superintendent, or Superintendent's designee, may authorize establishment and use of public online social media accounts by teachers for educational uses for their classes.

PERSONAL USE OF SOCIAL MEDIA. Employees may not use social media for personal use during work time. B. The decision of whether or not to use social media for personal use, outside of work hours, is left to the discretion of the individual District employee. C. The District may take appropriate action when it becomes aware of, or reasonably suspects, conduct or communication on social media that adversely affects the workplace, impedes their ability to do their job, or violates professional codes of ethics or other laws.

ACCOUNTABILITY. While the District does not affirmatively monitor employee use of social media, it may view and monitor an employee's social media activity at any time and without prior consent. B. Employees who violate provisions of this policy are subject to consequences, including termination.

Guidelines for Media Permissions in SPPS

As part of the Teacher Performance Assessment (EdTPA) you may be required to videotape a lesson. If any form of media is required, work with your cooperating teacher and school staff to determine the permission levels for media participation. The three different levels are as follows: 1. photographed, interviewed & use child's name allowed, 2. photographed allowed but don't use child's name, and 3. do not photograph, interview or use child's name. If you have any questions regarding media permission, please contact our office.

Guidelines for EdTPA Submission

Under the **Background Questions** section in the **Use of Materials portion**, you will be asked about use of materials from your EdTPA submission. All SPPS teacher candidates using media from SPPS must select the following:

- “No, I do not give permission to use my EdTPA submission for continued program improvement activities.”

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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 as potential employees. To start that process, the Human Resources Department surveys the cooperating teacher for feedback on the teacher candidate.

To learn more about available jobs and substitute opportunities, and apply, visit hr.spps.org.

