

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE MEETING OF THE BOARD OF EDUCATION
Administration Building
360 Colborne Street
Saint Paul, Minnesota 55102

March 4, 2025
4:30 PM

A G E N D A

1. CALL TO ORDER

2. AGENDA

A. Superintendent's Announcements

B. H.M.O.N.G Project

1. Introduction

2. Presentation

3. Discussion

4. Action

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C. Policy Update

1. Introduction

2. Presentation

a. Policy 401.00 - Equal Employment Opportunity

b. Policy 408.00.5 - Pre-Service Training

c. Policy 425.00 - Nepotism

d. Policy 419.00 - Professional and Respectful Workplace

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38

40

42

45

3. Discussion

4. Action

3. ADJOURNMENT

#BoldSubject#



Hmong Motivated On-Going Needs Goals Project

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Committee of the Board
March 4, 2025

HMong Parents

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Who are we?

We **share** in SPPS mission...

*“...**to** inspire **students to**
think critically, pursue
their dreams **and**
change the world.”*

How we are invested in SPPS

- HPAC
- Superintendent Search
- SPPS Finance Committee
- Txuj Ci Facilities Workgroup
- PTO/PTA
- Community conversations around budget and safety
- Enrollment and Retention Planning Committee
- Envision
- Parent Academy/Facilitator

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HMong over the years in Minnesota...

- First HMong family resettled in **1975**
- **US Refugee ACT of 1980** brought in the largest wave of HMong
- **2010 census** documented 66,000 HMong in Minnesota
- Twin Cities holds the **largest HMong concentration**
 - 94,000 Twin Cities
 - 37,000 St. Paul
 - 9,000 St. Paul Public Schools.





Education over the years...

Education Attainment Year 2000

55% less than a high school diploma
8.5% with a Bachelor degree or higher

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Education Attainment Year 2010

37.9% less than a high school diploma
15% with an Bachelor degree or higher

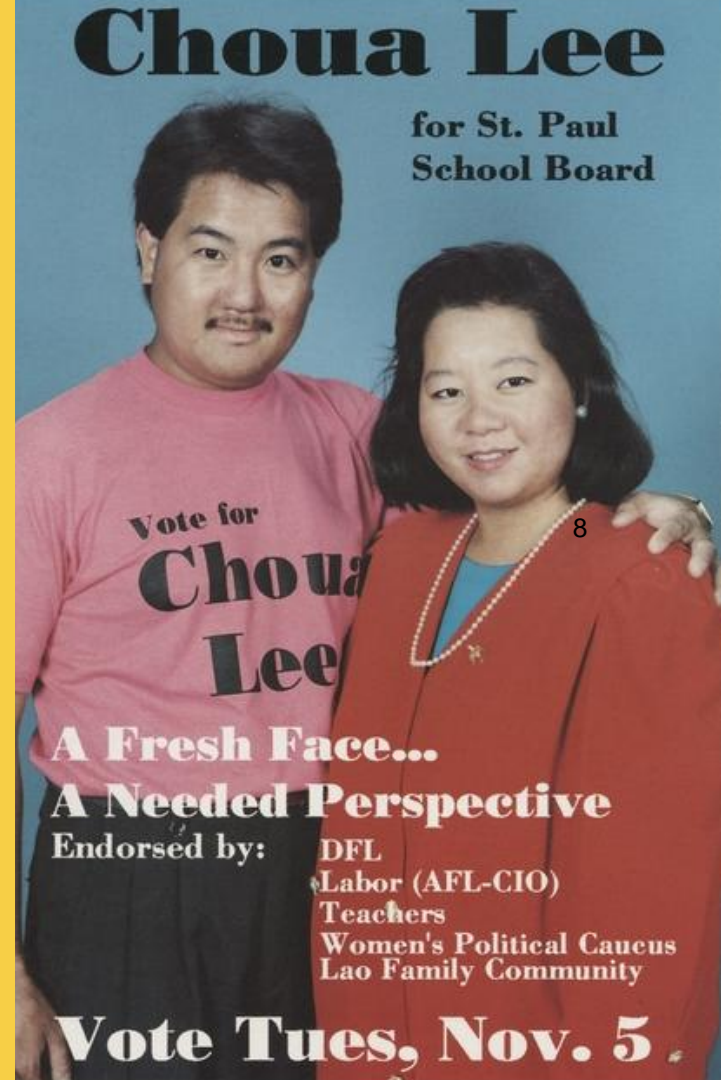
Education Attainment Year 2022

19.1% less than a high school diploma
25.7% with an Bachelor degree or higher

HMong leadership in SPPS

Choua Lee became the first HMong elected official to the Saint Paul Public School Board in 1991. Since then, there have been 5 more HMong leaders who has followed

- Neil Thao
- KaZoua Kong-Thao
- Chue Vue
- Marny Xiong
- Jim Vue



Choua Lee

for St. Paul
School Board

Vote for
**Choua
Lee**

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A Fresh Face...

A Needed Perspective

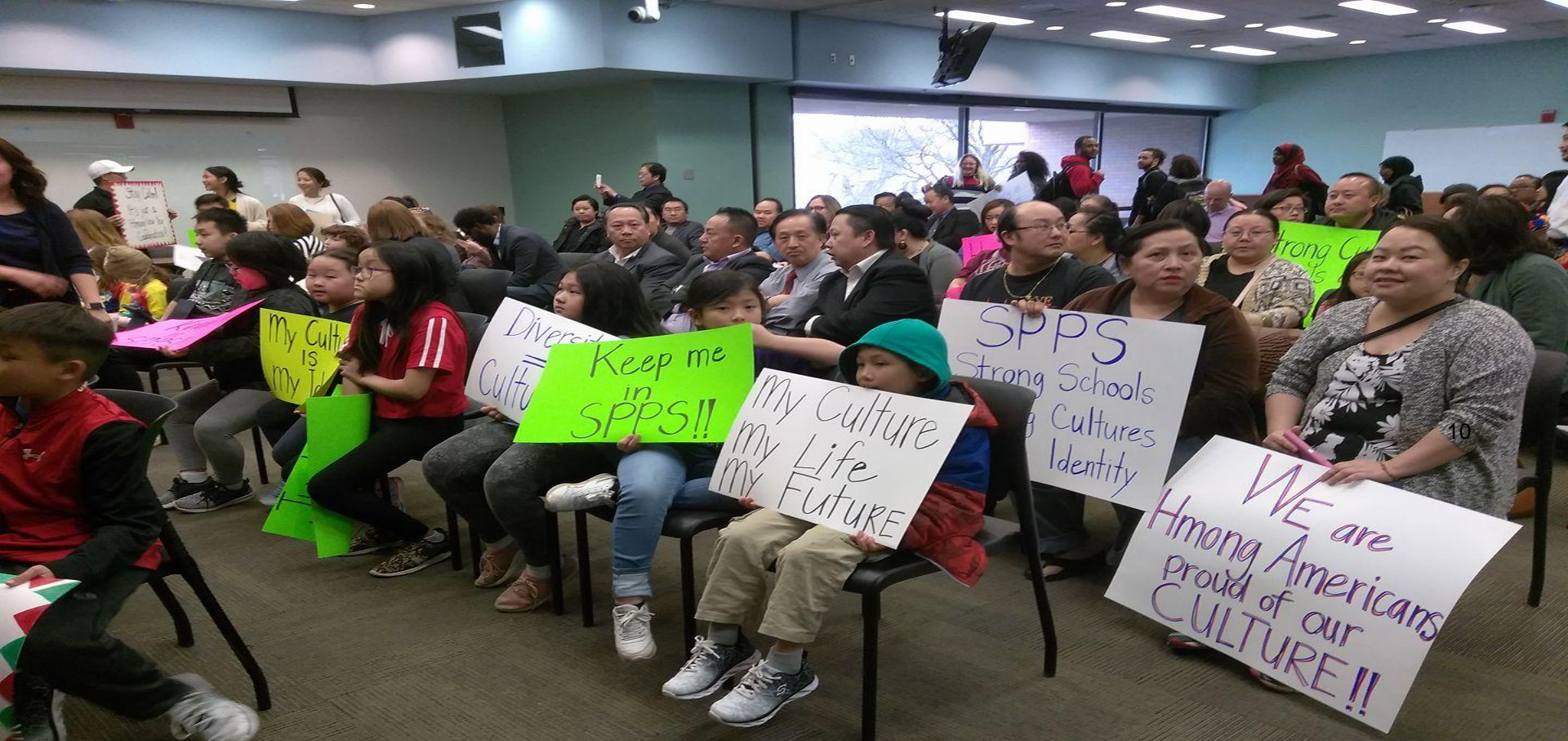
Endorsed by:

DFL
Labor (AFL-CIO)
Teachers
Women's Political Caucus
Lao Family Community

Vote Tues, Nov. 5

HMong throughout the years in SPPS

- **2000** MLL developed it's first HMong Parent Group, later to be HPAC in OFE&CP
- **2002** First HMong Language class in SPPS
- **2004-2006** 1000+ HMong students entered SPPS
- **2006** Jackson Hmong Dual Immersion
- **2011** Phalen Lake Hmong Dual Immersion
- **2016** HPAC presents before the School Board
- **2021** Merge of Jackson and Phalen Lake and opening of HC&L Middle School



What's at stake?

Equity in SPPS

"...students
deserve respectful
learning
environments in
which their racial
and ethnic
diversity is valued
and contributes
to successful
academic
outcomes."



The **H.M.O.N.G. Project** was born out of many inequitable experiences that HMong students, HMong staff and HMong parents in SPPS were subjected to.



EXPERIENCES



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IMPLICATIONS

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What is the H.M.O.N.G Project?

The
H.M.O.N.G. Project
is committed to
shaping and
influencing the
future of education
for HMong students

- Gathering information
- Establishing guiding goals that provides clarity for support
- Embracing culture, identity and values



Phase 1

- Create vision and purpose
- Establish core workgroup
- Identify resources and partners

Phase 2

- Create subgroups
- Develop surveys
- Implement Survey and in-person Engagement

Phase 3

- Analyze data
- Identify needs and establish goals¹⁵
- Create guiding principles
- Present resolutions to the board



ACCOUNTABILITY

“The board is accountable to the community for constantly monitoring the conditions affecting the district as a whole.”

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March 2025

Present at
Committee of
the Board

HMONG Project Timeline

April 2025

Gather resources,
create subgroups
to develop survey
questions

17

May 2025

Implement surveys
and in-person
engagement

June-July 2025

Analyze data

August 2025

Resolution for
adoption brought
to Regular Meeting
of the Board

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“The function, the very serious function of racism is distraction. It keeps you from doing your work. It keeps you explaining, over and over again, your reason for being. *Somebody says you have no language and you spend twenty years proving that you do. Somebody says your head isn’t shaped properly so you have scientists working on the fact that it is. Somebody says you have no art, so you dredge that up. Somebody says you have no kingdoms, so you dredge that up. None of this is necessary. There will always be one more thing.*”

— Toni Morrison



RECOMMENDATION TO THE **BOARD**

Adopt H.M.O.N.G. Project to articulate the needs of the HMong community SPPS serves today. Effectively, the needs will identify goals that develop both short and long term equitable access moving forward.





Saint Paul
PUBLIC SCHOOLS

Committee of the Board Meeting

Policy 401.00

Equal Employment Opportunity

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March 4, 2025

Maria Eustaquio, Director of EEO

Policy 401.00 Equal Employment Opportunity

- Last updated in 2019.
- As policies are reviewed and updated, we will be transitioning to a new policy format – policy purpose and statement of policy.
- No substantive changes to the language in the policy.
- Now cross references Title IX Grievance Procedures - 102.00.01

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See all updates to Policy 401.00 [Revised EEO Policy](#)

Questions?

Move to BOE for three-reading process for Policy 401.00 Equal Employment Opportunity?

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Saint Paul
PUBLIC SCHOOLS

Committee of the Board Meeting

Policy 408.00.5 Pre-Service Training

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March 4, 2025

Dawn Ransom, Assistant Director of Educator Development

Policy 408.00.5 Pre-Service Training

Current Policy:

1. Does not accurately reflect our current practices and MN state statute on cooperating teacher eligibility per type of teacher candidate placement and required pre-service training.
2. Last revised in 2013
3. Transitioned to new policy format, which includes Policy Purpose

See all updates to Policy 408.00.5

[Rev Pre-Service Training Policy](#)

Policy Changes

1. Policy Purpose: The purpose of this policy is to establish consistent practices and expectations for Pre-Service training. Pre-Service training supports Saint Paul Public Schools licensed employees who serve as cooperating teachers by partnering²⁴ with institutions of higher education and their teacher candidate placements with the goals of enhancing coaching, collaboration, communication, and connection for a more effective student teaching experience.

Policy 408.00.5 Pre-Service Training

Current Policy:

1. States the number of teacher candidates a cooperating teacher can host
2. Added additional language regarding requirements for the eligibility and qualifications of cooperating teachers based on the type of clinical practice

Policy Changes

- 1) Each cooperating teacher paired with a candidate during **student teaching and practicum**:
 - (a) has at least three years of teaching experience as a teacher of record in the licensure area
 - (b) holds a professional license aligned to the assignment
 - (c) has completed professional development in coaching strategies for adult learners
 - (d) meets all other requirements in state statute

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Policy 408.00.5 Pre-Service Training

Current Policy:

Policy Changes

2. Each cooperating teacher paired with a candidate during **field experiences**:
 - (a) has at least two years of teaching experience;
 - (b) holds a Tier 2 license or professional license aligned to the assignment ²⁶
 - (c) meets all other requirements in state statute

Policy 408.00.5 Pre-Service Training

Current Policy:

1. States outdated requirements for pre-service training.
2. Added language to align with state statute regarding required cooperating teacher pre-service training.

Policy Changes

2. Pre-service training of licensed teachers in SPPS requires cooperating teachers ~~and teacher candidates~~ of student teachers/practicum students to participate in ~~co-teaching methods during~~ professional development in coaching strategies for adult learners prior to the pre-service placement. As a part of the ~~co-teaching~~ coaching model, cooperating teachers ~~and teacher candidates~~ ²⁷ are required ~~to complete two courses on co-teaching prior to placement~~ by state statute to complete a one-time course on coaching adults prior to teacher candidate's placement.
3. Cooperating-teachers are to receive training that addresses their role, program expectations, candidate assessments, procedures and timelines.

Questions?

Move to BOE for three-reading process for Policy 408.00.5
Pre-Service Training?

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Saint Paul
PUBLIC SCHOOLS

Committee of the Board Meeting

Policy 425.00 Nepotism

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March 4, 2025

Kaying Thao, Board Administrator

Policy 425.00 Nepotism

Current Policy:

Current Policy:

1. Last revised in 2008
2. Transitioned to new policy format

[See all updates to Policy 425.00
Rev Nepotism Policy](#)

Policy Changes

1. Policy Purpose: The purpose of this policy to establish consistent practices for the employment of family members or business partners.
2. Clarified when family members or business³⁰ partners can not be involved in or influence decisions related employment status – hiring, termination, promotion, etc., performance situations or work assignments
3. Defined the following: 1) Nepotism, 2) Family Member, 3) Business Partner and 4) Direct Supervision

Policy 425.00 Nepotism

Current Policy:

Policy Changes

1. Exceptions: Defined when exceptions may be made
2. Reporting expectations
3. Complaint Process

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Questions?

Move to BOE for three-reading process for Policy 425 Nepotism?

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Saint Paul
PUBLIC SCHOOLS

Committee of the Board Meeting

Policy 419.00

Professional and Respectful Workplace

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March 4, 2025

Dan Wells, Assistant Director of Labor/Employee Relations

Policy 419.00 Professional and Respectful Workplace

- SPPS is committed to promoting and maintaining a workplace environment where every individual is treated with civility, dignity, and respect.
- Responsibility of all district personnel – employees, board members,³⁴ volunteers, contractors
- The policy outlines the expectations and responsibilities of district personnel

Policy 419.00 Professional and Respectful Workplace

- Defines: district personnel, civility, Incivility and disrespectful behavior
- Complaint Process – informal and formal

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[Professional and Respectful Workplace Policy](#)

Policy 419.00 Professional and Respectful Workplace

Meet and Confer Process

- Facilitated a Meet and Confer Process with the bargaining units on 2/3/25
- Overall the feedback and discussion on the policy was positive
- A few recommendations were made for small edits

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Questions?

Move to BOE for three-reading process for Policy 419.00
Professional and Respectful Workplace?

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401.00 EQUAL EMPLOYMENT OPPORTUNITY

I. PURPOSE

To provide equal employment opportunities for all applicants for District employment and District employees.

II. GENERAL STATEMENT OF POLICY

- A. The Saint Paul Public Schools shall provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with respect to public assistance, disability, sexual or affectional orientation, age, familial status, gender identity and expression, veteran status or membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The school district also shall make reasonable accommodations for disabled employees.
- B. The ~~school~~ District prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the ~~school~~ District's internal procedures for addressing complaints of harassment, please refer to ~~school~~ District's **Discrimination, Harassment, Violence, and Retaliation Policy (415.00)**.
- C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities or privileges of employment.
- D. Every ~~school~~ District employee shall comply with this policy.
- E. The Executive **Chief** of Human Resources and/or the Equal Employment Opportunity Director shall reply to all inquiries made regarding the interpretation and application of this policy.

LEGAL REFERENCES:

Minn. Stat. Chapter 363A (Minnesota Human Rights Act)

29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act)

29 U.S.C. § 2615 (Family and Medical Leave Act)

38 U.S.C. § 4301 et seq. (Employment and Re-employment Rights of Members of the Uniformed Services)

38 U.S.C. § 4211 et seq. (Employment and Training of Veterans)

42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)

42 U.S.C. § 12101 et seq. (Equal Opportunity for Individuals with Disabilities)

CROSS REFERENCES TO DISTRICT POLICIES:

102.00, Equal Opportunity/Non-Discrimination

102.00.01 Title IX Grievance Procedures

~~602.00, Multicultural, Intercultural, Non-Racist, Non-Sex-Biased, Gender and Disability Fair Education~~

415.00 Discrimination, Harassment, Violence and Retaliation Policy

418.00 Gender Inclusion - Staff

<i>Adopted:</i>	1974	<i>Saint Paul Public Schools Procedure</i>	<i>408.00.5</i>
<i>Revised:</i>	2013, 2025		

408.00.5 PRE-SERVICE TRAINING

I. PURPOSE

The purpose of this policy is to establish consistent practices and expectations for Pre-Service training. Pre-Service training supports Saint Paul Public Schools licensed employees who serve as cooperating teachers by partnering with institutions of higher education and their teacher candidate placements with the goals of enhancing coaching, collaboration, communication, and connection for a more effective student teaching experience.

II. GENERAL STATEMENT OF POLICY

A. The following regulations will be observed in making assignment of teacher candidates to licensed staff members:

1. The Principal (or Principal's designee) will coordinate communications between the SPPS site and assigned Institution of Higher Education. The Principal (or Principal's designee) will identify cooperating teachers. Teacher candidate placements will be made at the building by mutual agreement between the cooperating teacher and Principal (or Principal's designee).

a. Not more than one teacher candidate will be assigned to a cooperating teacher at one time, unless the Principal (or Principal's designee) and the cooperating teacher agree to place more than one teacher candidate with the cooperating teacher.

b. Not more than two teacher candidates will be assigned to a cooperating teacher during one school year, unless a cooperating teacher is willing to take additional teacher candidates.

c. When choosing licensed staff members to host a teacher candidate Principals (or Principal's designee) must adhere to the MN state rules on cooperating teacher eligibility per type of teacher candidate placement:

1.) Each cooperating teacher paired with a candidate during **student teaching and practicum:**

(a) has at least three years of teaching experience as a teacher

of record in the licensure area

(b) holds a professional license aligned to the assignment

(c) has completed professional development in coaching strategies for adult learners

(d) meets all other requirements in state statute

(2) each cooperating teacher paired with a candidate during **field experiences**:

(a) has at least two years of teaching experience;

(b) holds a Tier 2 license or professional license aligned to the assignment

(c) meets all other requirements in state statute

2. Pre-service training of **licensed** teachers in SPPS requires cooperating teachers ~~and teacher candidates~~ of student teachers/practicum students to participate in ~~co-teaching methods during~~ professional development in coaching strategies for adult learners prior to the pre-service placement. As a part of the ~~co-teaching~~ coaching model, cooperating teachers ~~and teacher candidates~~ are required ~~to complete two courses on co-teaching prior to placement.~~ by state statute to complete a one-time course on coaching adults prior to teacher candidate's placement.
3. Cooperating-teachers are to receive training that addresses their role, program expectations, candidate assessments, procedures and timelines.

CROSS REFERENCE:

LEGAL REFERENCES: Minnesota Rules-Chapter 8705: Unit Standards 8705.1010

425.00 NEPOTISM

I. PURPOSE

The purpose of this policy is to establish consistent practices for the employment of family members or business partners.

II. GENERAL STATEMENT OF POLICY

The District may employ family members or business partners of current employees. However; no employee or independent contractor of the District may be hired, transferred, promoted, or assigned to a position in which that employee would be directly supervised by another employee who is a family member or business partner. Family members may not be assigned to the following:

- a. Positions where one can influence the employment conditions or career of the other. This includes decisions involving hiring, retention, termination, compensation, performance evaluation, discipline, promotional opportunities, and work assignments; or
- b. Positions where one reports to, directs work of, or otherwise has direct or indirect supervision of another family member or business partner.

~~No employee or independent contractor of the School District shall be assigned to a position in which that employee is directly supervised by another employee who is (1) a member of his or her immediate family (parent, spouse, child, or sibling); (2) an in-law; or (3) a member of the employee's household.~~

In the event that marriage or adoption of an employee or of a member of an employee's family or household places his or her assignment in conflict with this policy, transfers or other actions required to achieve compliance may be delayed until completion of the school year in which the conflict arises. In this instance, the expectation would be to make arrangements to have the employee report directly to another leader in the department/division/site.

~~The provisions of this policy shall not apply to any assignment made prior to the adoption of this policy by the Board.~~

Any District employee involved in the direct supervision of a family member or a business partner that arises after the adoption of this policy is expected to immediately notify Human Resources of such a relationship. The district will work to change the reporting line when possible so that at a minimum the employee is in an indirect versus a direct reporting line.

Employees witnessing nepotism under this policy shall report such activity to the Executive Chief of Human Resources or their designee. No employee may be subject to retaliation or disciplinary action for good faith reports under this policy.

III. DEFINITIONS

- a. “Nepotism”, as defined in this policy, means favoritism in the workplace based on familial or a similar close relationship, which consists of making employment decisions or other business decisions based on a family relationship.
- b. “ Family Member” for the purposes of this policy, is defined as a familial or other close relationship whether by blood, adoption, marriage, domestic partner, a person the employee is in a romantic relationship with, or a person living in the employee’s household regardless of the degree of relationship.
- c. “Business Partner” means the employee has a legally defined relationship with another person as part of a corporation, partnership, proprietorship, firm, enterprise, franchise, association, organization, or legal entity which engages either in nonprofit or for-profit activities.
- d. “Direct Supervision” means the employee is hired into a position that is in a direct reporting line to a family member.

IV. EXCEPTIONS

An exception may be considered (1) in the case of a hard to fill position of which the position has been posted for a lengthy period of time and has produced no suitable candidates. Or, (2) in the case of a temporary position with a defined end date. In both of these instances, the expectation would be to attempt to make arrangements to have the employee report directly to another leader in the department/division/site.

The concurrence of the Executive Chief of Human Resources will be required for an exception to this policy.

V. REPORTING BY RELATED PERSONS

All related persons are expected to disclose their relationship in advance of any employment decisions being made involving the other. Employees must self-report the relationship to their Human Resources prior to making, participating in or attempting to participate in employment decisions covered by this policy.

VI. REPORTING BY PERSONS WHO BECOME RELATED AFTER HIRING DECISION IS MADE

Individuals who become “related (a member of the family)”, such as employees who marry, enter into domestic partnership, become residents of the same household, start dating or otherwise engage in a consensual relationship) are expected to promptly disclose the relationship to Human Resources prior to making, participating in or attempting to participate in employment decisions covered by this policy.

VII. COMPLIANCE WITH EQUAL OPPORTUNITY AND DISCRIMINATION LAWS

Nothing in this policy shall be construed as discouraging the employment of close family members or business partners for positions that do not involve direct or indirect supervision.

Nothing in this policy shall be construed to otherwise limit employment opportunities of any person employed by the district.

VIII. COMPLAINTS

Concerns or complaints about possible policy violations should be submitted to the Executive Chief of Human Resources. All such complaints will be treated as confidentially as feasible and will be addressed by the Executive Chief of Human Resources or their designee.

LEGAL REFERENCES:

Minn. Stat. Ch. 363 (Minnesota Human Rights Act)

42 U.S.C., Section 2000c et seq.(Title VII. of the Civil Rights Act)

CROSS REFERENCES:

401.00 Equal Employment Opportunity

419.00 PROFESSIONAL AND RESPECTFUL WORKPLACE

I. PURPOSE

Saint Paul Public Schools (“the District”) is committed to promoting and maintaining a workplace environment where every individual is treated with civility, dignity, and respect. To this end, it is the policy of the District to provide a workplace where each employee has the right to work in a positive, professional, and mutually respectful atmosphere, free from unprofessional, uncivil or disrespectful behavior. It is also the intent of this policy to encourage positive communication and discourage disruptive, volatile, hostile or aggressive communication or actions. No district personnel shall permit, condone, or tolerate unprofessional or disrespectful behavior.

This policy is intended to maintain, to the extent possible, a safe, harassment-free learning and work environment for staff, students, parents/guardians and the public. Furthermore, it is intended to promote and sustain a workplace where all employees are treated with civility, respect and dignity and where employees at every level feel safe, welcomed and valued for who they are and what they can contribute. Employees are expected to adhere to the values and standards below

II. GENERAL STATEMENT OF POLICY

All district personnel play a role in contributing to a truly welcoming, safe, and inclusive working environment that encourages mutual respect and promotes civil and collaborative relationships at all levels. The diversity of our employees – the wide range of backgrounds, ideas, and lived experiences brought to the District – enriches our workplace and enhances our work.

A civil, professional and respectful working environment is fundamental to recruiting and retaining talented and committed professionals, the effective and efficient operation of the District, and serving its students.

All district personnel have a responsibility to set a positive example and must refrain from engaging in uncivil, unprofessional and disrespectful behavior, whether deliberate or unintentional. The District will not tolerate disrespectful behavior in any workplace and seeks to intervene at the earliest sign or stage of disrespectful behavior to correct that misconduct and prevent its recurrence. Any district personnel who violate this policy will

be subject to disciplinary actions up to and including termination.

- A.** Expectations/Responsibilities of Stakeholders (Board Members, Employees, Parents Volunteers, Contractors and Visitors). In support of this policy, all stakeholders are expected to:
1. Conduct themselves in a civil and professional manner and treat each other and students with dignity and respect;
 2. Exercise good judgement in handling interpersonal disputes;
 3. Exercise civility, respect, courtesy and concern for the dignity and cultural backgrounds of others;
 4. Work honestly, earnestly, collegially and collaboratively with employees and others;
 5. Listen to and value the views and opinions of others, particularly when they differ from your own;
 6. Abide by all rules, regulations, policies, and laws and promptly bring concerns about potential violations to their supervisor or to Human Resources; use informal means to address issues with the individual(s) involved whenever possible;
 7. Use informal means to address issues with the individual(s) involved whenever possible;
 8. Use personal or professional judgment regarding interactions that may pose a concern for personal safety, and report incidents that may violate this Policy consistent with the guidelines outlined by this policy;
 9. Participate fully in any informal resolution process or formal complaint and investigation process for which they may have relevant information; and
 10. Report incidents that may violate this policy in accordance with the procedures identified in this policy.
- B.** In addition to their responsibilities as staff as previously described, managers and supervisors are also expected to:
1. Inform staff of the expectations of this Policy, including the responsibility to report threatening remarks or behavior;
 2. Ensure compliance with this Policy; and
 3. Take timely and appropriate action to evaluate and collect some preliminary

information and report the incident to their designated HR Consultant when an incident is reported or a complaint is made alleging violation of this Policy.

- C. Context is important in understanding and determining the difference between civil, respectful and/or professional behavior. Not all situations that cause discomfort or stress in the workplace constitute a violation of this policy. For example, disrespectful, unprofessional and/or uncivil behavior does not include any of the following:
1. The normal exercise of supervisory or managerial responsibilities including, but not limited to, granting or denying requests of employees, responding to emails, work assignments and direction, appropriately administered counseling/coaching, disciplinary discussions or job performance evaluations, including constructive criticism, coaching and feedback regarding an employee's conduct or work performance;
 2. Direct or assertive communication between supervisor/manager and employee(s);
 3. Disagreements, misunderstandings, miscommunication or conflict situations where the behavior remains professional and respectful;
 4. Legitimate responses to situations that require immediate action and may require a stern and frank dialogue;
 5. Differences of opinion and conflicting viewpoints that may be offensive to some individuals, so long as:
 - A. The ideas are presented in a respectful manner and at a time and place that are appropriate; and
 - B. Such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process or work environment.

III. DEFINITIONS

- A. District Personnel: solely for purposes of this policy, includes Board of Education members, District employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.
- B. Civility is defined as treating others with dignity, respect, and making a good faith effort to regard other's feelings. Corrective action may be taken by supervisors to enhance work performance. The language used to correct or reinforce work standards must be respectful and work related. Civility requires that even the most critical feedback be delivered respectfully, privately, and courteously. Examples of civility include:
1. Treating others with dignity, courtesy, respect, politeness, and consideration;
 2. Speaking in tones of voice that are appropriate for the circumstances;
 3. Being respectful of others' right to express their views, even if you disagree;
 4. Managing conflict with others in a way that honors the dignity of each person.

- C. Incivility deals with a broad range of behaviors. Generally, incivility is defined as behavior that would cause a reasonable person to feel a sense of threat, cause undue stress, and/or cause disturbances of good order. Incivility can be subtle or overt. It may be a single event or may involve a continuing series of incidents and may involve the abuse of authority or position. Incivility may be unintended or deliberately directed at another individual or group of people. In any case, the impact on that individual is what must be addressed.

Uncivil conduct for the purposes of this policy is defined as, but not limited to the following:

1. Using language, behavior, or tone that is hostile, threatening, intimidating, malicious, derisive, disdainful, or degrading to another individual;
 2. Directing vulgar, obscene or profane gestures or words at another individual;
 3. Taunting, jeering, or inciting others to taunt or jeer at another individual;
 4. **Yelling/screaming** at another individual, and/or repeatedly interrupting another individual who is speaking at an appropriate time and place;
 5. Using personal epithets, slurs, or other references as terms of abuse (including but is not limited to the “N” word), contempt, or hostility toward another individual;
 6. Gesturing or behaving in a manner that puts another in fear of their physical safety, including invading their personal space after being directed to move away;
 7. Physically blocking another individual’s ability to exit from a room or location;
 8. Remaining in the area or on district property after being asked to leave.
 9. Violating the privacy of another individual’s belongings (except for lawful searches by school officials conducted in connection with the administration of district rules and applicable laws: and/or
 10. Disallowing divergent points of view from being heard - including observations about job performance
- D. Disrespectful behavior is defined as discourteous, rude or offensive words, gestures or other behavior that may devalue and undermine a person and their dignity or self-esteem or creates an intimidating, hostile, abusive or offensive environment. Examples of disrespectful and/or unprofessional behavior that are prohibited by this policy include, but are not limited to:
- a. **Bullying:** bullying is a pattern of repeated behavior that a reasonable person would find hostile, offensive, intimidating, oppressive, subjugating, threatening, or not aligned with the District’s mission or values. Bullying behavior may take many forms including physical, verbal, and non-verbal acts or behaviors. Workplace bullying refers to repeated, unreasonable actions of individuals (or a group) directed towards an employee (or a group of employees), which is intended to intimidate and create a risk to health and safety of the individual.

Workplace bullying may also involve repeated abuse or misuse of power. A single physical, verbal, or non-verbal act or behavior generally will not constitute bullying unless especially severe and egregious;

- b. Hostility/Intimidation: yelling, hostile or spiteful conduct, that is deliberate or repeated and/or causes harm to the targeted person's or persons' mental or physical wellbeing, safety, or economic status. This includes physical intimidation, non-verbal behavior such as: silent treatment or refusal to collaborate, unwanted touching, or isolation; using threatening or abusive language, profanity, or language that is intended to be or is perceived by others to be berating, rude, or coercive;
- c. Belittling conduct: name calling; playing unwelcome "pranks" on a person; making fun of someone or telling jokes at their expense; taking, vandalizing, or otherwise damaging a person's personal or work property; spreading false information or rumors about someone; seeking submission or misuse of power, authority, rank, status, or other privilege;
- d. Microaggressions: statements, actions, or incidents regarded as indirect or subtle invalidation, insult, irritant, or disregard against groups having actual or perceived unequal power across economic, political, social, and cultural dimensions.
- e. Violence: throwing tools, office equipment, or other objects as an expression of frustration or anger or implying that one will act with violence as a method of influencing the actions of others;
- f. Sabotage: intentionally interfering with a process of work or otherwise undermining a person's work or withholding information;
- g. Invasive use of technology: using email, social media or other technology to harass or bully; using statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating;
- h. Intentionally making a false report of a violation of this policy.

IV. REPORTING PROCEDURES

- A. Informal Complaint Process: District personnel may choose to immediately communicate in a respectful and professional manner to the individual engaging in behavior that is believed to violate this policy, explaining why their behavior is offensive, and asking them to stop. Often, communicating with the individual is effective because the person may not know that the behavior is inappropriate or offensive. Addressing situations informally when possible is encouraged.

- B. Formal Complaint Process: If the behavior continues after it has been addressed through the informal process, the matter is to be reported in writing to a supervisor and/or manager or the HR Consultant assigned to their site/department. If the complaint or a concern regarding an alleged violation of this policy is brought forward in writing to the HR Consultant, an inquiry to determine whether there is a reasonable basis for moving forward with an investigation and/or alternative course of action. If there is a reasonable basis to move forward, an HR Consultant ([hyperlink in the distribution list](#)) and the supervisor will take appropriate and proportionate action to resolve the matter while adhering to any relevant statute, collective bargaining unit or district policies.

An employee may obtain information from their supervisor, manager, or their designated HR Consultant about filing a formal complaint. ([hyperlink in the complaint form](#)) If the prohibited behavior or communication is coming from the supervisor, employees are encouraged to go to their next-level manager and/or HR Consultant.

During the complaint process, the confidentiality of the information received, the privacy of the individuals involved, and the wishes of the complainant will be protected to as great a degree as is reasonably possible. During and after the review and resolution of the complaint, all parties, including witnesses when applicable, will be required to maintain strict confidentiality, unless otherwise authorized by law. Employees are expected to cooperate with and participate fully and in good faith by providing forthright, accurate, complete, and timely information, including statements, testimony, evidence, etc., and to maintain the confidentiality of what is discussed as directed. The failure to cooperate in good faith may result in disciplinary action.

Any District action taken pursuant to this Policy will be consistent with requirements of applicable collective bargaining agreements, contracts, Minnesota Statutes, and District policies. The District will take such disciplinary action it deems necessary and appropriate, including warning, suspension or termination to end and prevent any further occurrences of disrespectful behavior. The District reserves the right to determine whether any type of behavior is disrespectful and injurious to the dignity of employee, stakeholders, students, and morale of the organization.

- C. Complaints which fall under Board Policy 415: Discrimination, Harassment, Violence Retaliation, should be filed pursuant to that policy.
- D. In case of a concern or complaint against a member of the Board of Education or the School Board as a whole shall be submitted in writing to the Chair of the Board of Education, in writing and shall be signed by the person or persons making the complaint. Should the complaint be against the individual serving as Chair, the complaint shall be submitted to the Vice Chair. In consultation with the Board's legal counsel, the Board shall review the complaint and take action as necessary. (Board Policy 212.00). If the complaint is made to a supervisor or Human Resources the School board Chair shall be advised of the complaint.
- E. The district has a no relation policy. Retaliation against any person who makes a good

faith report under this Policy, or against any person who is included in investigatory interviews regarding a report under this policy is strictly prohibited. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment. The District will take appropriate action with staff that retaliates against anyone, up to and including termination.

Cross References: Policy 415.00: Discrimination, Harassment, Violence and Retaliation Policy
Policy 212.00 Complaints Against a Member of the Board of Education
Policy 418.00 Gender Inclusion - Staff
Policy 500.00 Gender Inclusion - Students

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