

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

June 10, 2025
5:30 PM

A G E N D A

1. **CALL TO ORDER**
2. **ROLL CALL**
3. **APPROVAL OF THE ORDER OF THE MAIN AGENDA**
4. **RECOGNITIONS**
 - A. Acknowledgment of Good Work Provided by Outstanding District Employees 5
 - B. Acknowledgement of Good Work by Students 6
5. **PUBLIC COMMENT**
6. **APPROVAL OF THE ORDER OF THE CONSENT AGENDA**
7. **APPROVAL OF THE MINUTES**
 - A. Minutes of the Special Meeting of the Board of Education of May 20, 2025 7
 - B. Minutes of the Regular Meeting of the Board of Education of May 20, 2025 9
8. **COMMITTEE REPORTS**
9. **FUTURE MEETING SCHEDULE 32**
 - A. Board of Education Meetings (5:30 p.m. unless otherwise noted)
 - B. Committee of the Board Meetings (4:30 p.m. unless otherwise noted)
10. **SUPERINTENDENT'S ANNOUNCEMENTS**
11. **ACTION AGENDA ITEMS**
 - A. **Consent Agenda**
 1. Gifts
 - a. Request for Permission to Accept a Donation from Global Arts Plus PTA 33
 2. Grants
 - a. Request for Permission to Accept Funds from the Minnesota Historical Society Legacy Grant Program 34
 - b. Request for Permission to Accept Funds from the Saint Cloud State University Confucius Institute Program 35

c.	Request for Permission to Accept Funds from the Saint Paul Chamber of Commerce Workplace Micro Grant Program	36
d.	Request for Permission to Accept Grant Funds from the Minnesota Department of Education's Alternative Delivery of Specialized Instructional Services (ADSIS) Grant Program	37
e.	Request for Permission to Accept Grant Funds from the Sauer Family Foundation	38
f.	Request for Permission to Submit to the Allina Health Charitable Contribution Grant Program	39
g.	Request for Permission to Submit to the Minnesota Department of Children, Youth, and Families Early Childhood Facilities Grant Program	40
h.	Request for Permission to Submit to the Ramsey County School Waste Reduction and Recycling Grant Program	41
3.	Contracts	
a.	Contract with Golden Grand Home Care LLC for 1:1 Nursing Services	42
b.	K-10 FASTBridge Reading Screener Renewal	43
c.	Microsoft Subscription Services Renewal FY 26 – FY 28	44
d.	Request to Sign the Concurrent Enrollment Contract with Saint Paul College	45
e.	Request to Sign the Contract with Achieve Twin Cities	46
f.	Request to Sign the Contract with Junior Achievement North (JA North)	47
g.	Request to Sign Contract with Saint Paul College for the Four Directions Program	48
h.	ITB #A232955-RP: Prime Vendor Non-Food	49
i.	ITB#A224279-DW: Renewal Petite Bananas	50
j.	Construction Manager as Advisor Services for the Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01)	51
k.	Maximum Hourly Rate Increases for Pre-Qualified Professional Consultant Construction Managers as Advisors	53
l.	Contract Amendment #6 for BTR Architects for the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01)	55
m.	Contract Amendment #5 for ATSR Planners, Architects, and Engineers for the Farnsworth Aerospace Upper HVAC Replacement (Project # 1030-23-01)	57
n.	Contract Amendment #2 for H+U Construction for the Wellstone Elementary Plumbing, Piping, and HVAC Replacement Project (Project # 4260-23-01)	59

o.	Rescission of Contract – WS 02A Selective Demolition, Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01)	61
p.	Design Services for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01)	62
q.	ITB #A233732-RP: Prime Vendor Linen Services	64
r.	Annual Renewal of Oracle ERP, Database, and Cloud Services Agreements with Vaske IT, and Vendor Related Products and Services	65
s.	Request for Permission of Board of Education to Enter into a Renewal Agreement with Seesaw	66
t.	Request for Permission of Board of Education to Enter into a Renewal Agreement with Schoology	67
u.	Cloud-Based Evaluation Recording System and Professional Development Monitoring Contract with PowerSchool	68
4.	Agreements	
a.	Approval of an Employment Agreement With International Union of Painters & Allied Trades District Council 82 to Establish Terms and Conditions of Employment for 2025-2028	70
b.	Approval of Memorandum of Agreement with Laborers Local 563, to Establish Terms and Conditions of Employment for 2025-2026	71
c.	Request to Sign the Concurrent Enrollment Joint Powers Agreement with Century College	72
d.	Request for Approval to Create a Cooperative Sponsorship between St. Paul Highland and St Paul Central, Johnson, Como Park, Open World Learning, Harding, Humboldt, Washington High Schools for Boys' Hockey	73
e.	Request for Approval to Create a Cooperative Sponsorship between St. Paul Highland Senior High and St Paul Central High School for Girls Gymnastics	74
f.	Request to Enter a Community Action Partnership Head Start and St. Paul Public Schools Memorandum of Understanding	75
g.	St. Mary of the Wood Music Therapy Professional Agreement	76
h.	Lease Agreement with Community Action Partnership of Ramsey & Washington County - Head Start at Bruce Vento	77
5.	Administrative Items	
a.	Monthly Operating Authority	78
b.	Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations	79
c.	Human Resource Transactions	80
d.	2025-26 Rights and Responsibilities Handbook	87

e.	Recommendations for Updated High School Athletics Participation Fees	163
f.	Facilities Department FY26 Purchases over \$175,000	164
g.	Phase Gate Approval of the Harding Senior High Athletics Improvements (Project #1110-26-01): Gate #2 – Project Charter	166
h.	Annual Property and Liability Insurance Renewal	168
6.	Bids	
a.	Phase Gate Approval of the Cherokee Heights Elementary School Building Systems Replacements Project WS 02A (Project # 2070-23-01): Gate #4 - Contract Award	169
b.	Phase Gate Approval of the Education and Operations Services Trades Shop Ventilation (Project # 4000-25-01): Gate #4 - Contract Award	171
c.	Phase Gate Approval of the Multi-Site Grounds Equipment Storage Project (Project #0803-25-02): Gate #4 - Contract Award	173
7.	Change Orders	
B.	Further Items That Require Board Action	
1.	Fiscal Year 2025-2026 Adopted Budget	175
2.	Resolution Certifying the Population Estimate for the 2025 Payable 2026 Levy of Independent School District 625 - Saint Paul Public Schools	237
3.	Policy Update	238
a.	THIRD READING: Policy 401.00 - Equal Employment Opportunity	260
b.	THIRD READING: Policy 408.00.5 - Pre-Service Training	262
c.	THIRD READING: Policy 425.00 - Nepotism	264
d.	THIRD READING: Policy 420.00 - Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions	268
e.	THIRD READING: Policy 516.01 - Immunizations	271
12.	INFORMATIONAL AGENDA ITEMS	
13.	BOARD OF EDUCATION	
A.	Information Requests/Responses and Items for Future Agendas	
B.	Board of Education Reports/Communications	
14.	ADJOURNMENT	

#BoldSubject#

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

DATE: June 10, 2025

TOPIC: Acknowledgment of Good Work Provided by Outstanding District Employees

A. PERTINENT FACTS:

1. Frost Lake Elementary School Bilingual Educational Assistant Jonathan Ponce has been named the Saint Paul Federation of Educators (SPFE) Educational Support Professional (ESP) of the Year.

Ponce has been an invaluable member of the SPFE/SPPS community since 2018. His unwavering commitment to supporting our students and schools has not gone unnoticed—he received nominations from four esteemed colleagues who recognize his passion and dedication.

As a proud and active member of the SPFE, Jonathan doesn't just work within the system; he actively shapes it. Serving as an Executive Board member, he represents ESP's at the table, ensuring that their voices are heard and valued.

2. Central Senior High School English teacher Kimberly Colbert has also been honored by the Saint Paul Federation of Educators (SPFE).

Colbert earned the Mary McGough Award, which is the highest honor given by SPFE in recognition of outstanding contributions to the advancement of education in Saint Paul Public Schools. Colbert is a fearless teacher with endless creativity and energy. She has been devoted to this profession for well over 30 years in many different roles. Whether it is English, theater and Critical Ethnic Studies, Colbert has always looked for new ways to engage her students as critical thinkers and has potential activists who can make real world connections.

3. This item is submitted by Patricia Pratt-Cook, Executive Chief of Human Resources and Andrew Collins, Executive Chief of Schools & Learning.

B. RECOMMENDATION:

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

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

DATE: June 10, 2025

TOPIC: Acknowledgement of Good Work by Students

A. PERTINENT FACTS:

1. The Earn as You Learn Program provides students in SPPS high schools an opportunity to earn industry-recognized certifications such as Microsoft Office, OSHA safety, customer service and sales, and other certifications.

This year, 22 students earned Microsoft Word, PowerPoint and Excel certifications. Students who complete the three Microsoft certificates earn a fourth certificate indicating they are Microsoft Office Specialist Associates.

Three students were named the Minnesota State Champions due to their extremely high exam scores. These students were selected to compete in Certiport's 2025 Microsoft Office Specialist U.S. National Championship in Dallas, Texas. The students selected were:

- Yuepheng Xiong, Harding Senior High School
- Zane Zimmerman, Johnson Senior High School
- Joseph Kremer, Johnson Senior High School

2. This item is submitted by Hannah Chan, Program Coordinator; Carita Green, Executive Director, Office of College and Career Readiness; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to recognize the students acknowledged above for their contributions and outstanding work.

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

**SPECIAL MEETING OF THE BOARD OF EDUCATION
360 Colborne Street
Saint Paul, MN 55102**

**May 20, 2025
4:00 p.m.**

MINUTES

I. CALL TO ORDER

The meeting was called to order at 4:03 p.m. by Chair Henderson.

II. ROLL CALL

Board of Education: H. Henderson, U. Ward, C. Franco, Y. Carrillo, J. Vue, E. Valliant, C. Allen

Administration: Superintendent Stanley, J. Wikstrom Donaghue, K. Thao, T. Sager, D. Wells, P. Pratt-Cook, A. Collins, J. Turner, S. Gray Akyea, E. Wacker, S. Dahlke,

III. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: It was moved by Director Henderson, and seconded by Director Ward, to approve the order of the agenda. It passed by acclaim.

IV. MOTION TO CLOSE MEETING

MOTION: It was moved by Director Henderson and seconded by Director Carrillo that the Board of Education close the special meeting and continue the meeting as a closed meeting pursuant to Minn. Stat. section 13D.05, subd. 3(b) to consider strategy for labor negotiations, including negotiation strategies, developments, discussion, and review of labor negotiation proposals for the bargaining units ASAP, Educational Assistants, Machinists, Nutrition Services Personnel, Principals, School and Community Service Professionals, Teachers, MMSA, PEA, SPSO, AFSCME, Bus Drivers, CCEA, Custodians, Tri-Council, Bricklayers, Carpenters, Cement Masons, Electricians, Glaziers, Painters, Pipe fitters, Plasterers, Plumbers, Roofers, Sheet Metal Workers, and Tri-Council Temps, as is provided for by Minnesota Statutes Section 13D.03. The motion passed by acclaim.

V. NEW BUSINESS

The Board of Education and staff discussed the matter of strategy for labor negotiations for these bargaining units - ASAP, Educational Assistants, Machinists, Nutrition Services Personnel, Principals, School and Community Service Professionals, Teachers, MMSA, PEA, SPSO, AFSCME, Bus Drivers, CCEA, Custodians, Tri-Council, Bricklayers, Carpenters, Cement Masons, Electricians, Glaziers, Painters, Pipe fitters, Plasterers, Plumbers, Roofers, Sheet Metal Workers, and Tri-Council Temps, as is provided for by Minnesota Statutes Section 13D.03

VI. MOTION TO OPEN MEETING

MOTION: It was moved by Director Henderson to conduct the remainder of this meeting as an open meeting. The motion was seconded by Director Franco. It passed by acclaim.

VIII. ADJOURNMENT

MOTION: It was moved by Director Henderson, and seconded by Director Franco, to adjourn the meeting. It passed by acclaim.

The meeting adjourned at 5:21 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

**INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota**

**REGULAR MEETING OF THE BOARD OF EDUCATION
360 Colborne Street
Saint Paul, MN 55102, and**

Available Streaming Online at www.spps.org/boe and Saint Paul Cable Channel 16

**May 20, 2025
5:30 p.m.**

MINUTES

1. CALL TO ORDER

The meeting was called to order at 5:31 p.m. by Halla Henderson, Chair.

2. ROLL CALL

Board of Education: J. Vue, Y. Carrillo, C. Franco, E. Valliant, H. Henderson, U. Ward, C. Allen
Superintendent Stanley

J. Wikstrom Donaghue, Assistant General Counsel; S. Dahlke, Assistant Clerk

3. APPROVAL OF THE ORDER OF THE MAIN AGENDA

MOTION: Director Henderson moved approval of the order of the main agenda. The motion was seconded by Director Valliant.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

4. RECOGNITIONS

BF 34270 Acknowledgement of Good Work Provided by Students

1. Minnesota's Premier FFA Chapter for 2024-25 is the Highland Park Senior High School FFA Chapter, selected from over 210 chapters across the state at the 2025 State FFA Convention in April.
This award recognizes an outstanding FFA chapter that actively implements the mission and strategies of the FFA organization. Highland Park FFA provides educational experiences for their

entire membership through a program of activities that emphasizes growing leaders, building communities and strengthening agriculture. Highland Park FFA is the first metro area chapter to ever receive this award.

Four Highland Park FFA members received their State FFA Degree at the State Convention as well: **Valeria Orozco, Edric Robbins, Rose Tapia, and Lillian Thuente**. The State FFA Degree is the highest degree a member can receive with only 2% of FFA members achieving this honor. Our recipients this year are within the first 10 people in Highland Park FFA history to earn this honor.

2. Saint Paul Public Schools is home to creative, intelligent, and diverse students who bring a wide range of backgrounds, identities, and cultures into our learning communities. Reflecting Saint Paul's rich legacy in the arts, we are proud to announce the debut of the **Saint Paul Public Schools Visual Art Gallery** right here at 360 Colborne Street.

This new gallery celebrates student creativity by providing a dedicated space to showcase their artistic talents. It will offer students the opportunity to share their work with a public audience, engage in juried exhibitions, and receive meaningful recognition for their artistic achievements. The SPPS Visual Art Gallery serves as a vibrant window into the visual arts experience across our schools and highlights the powerful role of student voice and expression in our community.

The first collection featured in the gallery is the High School Honors Visual Art exhibit, with artwork selected by visual art teachers from high schools across the district. These talented students were also recognized as part of the Honors Concert at the Ordway Center for the Performing Arts. You can check out the gallery in person on the first floor of 360 Colborne, or view the artwork online at SPPS.org/honorsart.

Congratulations to all the high school students and teachers who participated in the 2025 Honors event! We are so proud of your amazing work and excited to continue highlighting student art in this gallery and other spaces throughout Saint Paul.

BF 34271 Acknowledgment of Good Work Provided by Outstanding District Employees

1. The SPPS Division of Human Resources is proud to announce the Mentor of the Year Award. The Mentor Mentee Program was designed to support new educators as they enter SPPS and meets the requirements of the Minnesota statute for Teacher Mentorship and Retention of Effective Teachers.

Mentoring is individualized, differentiated and flexible to meet professional growth goals for educators just entering the field of education and those coming to SPPS with previous experience. New educators typically participate in the Mentor Mentee Program in their first year of employment. Most mid-year hires will work with a mentor during the year they are hired, and support will carry over into the next school year.

This school year there were 188 mentors, 12 of which were nominated for the award. Three mentors were ultimately chosen as finalists based on recommendations from their mentee, and one of them was selected as the 2025 Mentor of the Year.

Mentor of the Year Finalists

- **Richard Taylor**, PE Teacher
- **Alicia Runquist**, Early Childhood Special Education Teacher

Mentor of the Year

- **Stephanie Hubbard**, Music Therapist

2. **Betsy Dadabo**, Library Media Specialist at Harding Senior High School, was presented with the Media Specialist of Merit Award at this year's Minnesota History Day.

Research is a big part of History Day, and that takes librarians and media specialists to help make it all happen. Betsy provides outstanding research support to Harding students, but her impact goes beyond that. Before students even begin their research, Betsy sets them up for success by leading creative lessons that get students talking about their interests and encourage them to choose research topics that resonate with their own passions. When their projects are done, she helps facilitate the celebration of their achievements through project showcases in the media center.

Betsy also puts a lot of time and effort into the online SPPS Research Process Guide. The guide is a key resource for teachers, students and media specialists across the district who are working on History Day and other research projects.

5. PUBLIC COMMENT

- | | |
|--|--|
| 1. <u>Miles Asberry-Wallace</u> | My experience with St. Paul Youth Services (SPYS). |
| 2. <u>Elijah Wagner</u> | My experience with St. Paul Youth Services (SPYS). |
| 3. <u>Zsame Morgan</u> | PAASAC Lead role elimination |
| 4. <u>Shawna Nielson</u> | Immigration Defense |
| 5. <u>Nicole Nolan</u> | SPFE Letter for Trans Youth |
| 6. <u>Michelle Wall</u> | FY26 Budget |

6. APPROVAL OF THE ORDER OF THE CONSENT AGENDA

MOTION: Director Henderson moved approval of the Order of the Consent Agenda no items pulled for separate consideration. The motion was seconded by Director Carrillo.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

7. APPROVAL OF THE MINUTES

- A. Minutes of the Special Meeting of the Board of Education of April 29, 2025
- B. Minutes of the Regular Meeting of the Board of Education of April 22, 2025
- C. Minutes of the Special Meeting of the Board of Education of May 17, 2025

MOTION: Director Ward moved approval of the Minutes of the Special Meeting of the Board of Education of April 29, 2025; Minutes of the Regular Meeting of the Board of Education of April 22, 2025; and Minutes of the Special Meeting of the Board of Education of May 17, 2025. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

8. COMMITTEE REPORTS

A. Minutes of the Committee of the Board Meeting of May 6, 2025

At the Committee of the Board Meeting on May 6, 2025, Superintendent Thein began the meeting by thanking the Board, administrators, families, students and staff for their care and graciousness during his time as interim superintendent and welcomed Dr. Stacie Stanley to SPPS. He also provided details about the FY26 budget, including the remaining fund balance and the role of a solid school district for the community.

The first presentation was Planning for Success in the New Normal: Surveys and Feasibility Testing. Questions and discussion from the Board included the use of cell phones in polling residents, survey data as a comparison point with other similar districts, traditional sample sizes, potential costs for SPPS for a survey and testing, the ability of partners to work with families, the needs vs. wants of technology, and the political environment timeline for a levy request.

The Board also approved a motion to reschedule the dates of the June Committee of the Board and Regular Meetings due to the action on the FY26 Budget. The June Regular Meeting of the Board of Education is moved to June 10, 2025 beginning at 5:30 p.m., and the June Committee of the Board meeting is moved to June 17, 2025 beginning at 4:30 p.m.

The next item was the Discussion and Response to the April 29, 2025 Budget Listening Session. Details were provided on the background of this new process in alignment with the new budget policy. Directors heard from community members on three main topics - ECFE, Achievement Plus, and other general finance concerns. The Board requested information on these topics from Administration, including questions on the net impacts to students and families and strategies to avoid reductions, continuation of services.

Within the topic of Achievement Plus, an initiative of the partnership with the Wilder Foundation, questions centered on programs and accessibility to students and support needed through partnerships, conversations with partners about these services, clarification that dollars for Achievement Plus were funded by the General Fund and conversations with Wilder about the sustainability of this program. Building leaders will work towards the continuation of these services in different ways. Communication to families about the changes were also discussed, including resource mapping and different iterations for partnerships. This was a mutual decision by both Wilder and SPPS, and the discontinuation of this

particular initiative will save the District \$250,000. While this initiative is dissolving, building leaders will determine what is needed and meaningful for their families. Because some schools use the Achievement Plus name in their school tagline or identity, there may be work to brand and market their schools, and within it, a plan for community engagement. Administration noted that many schools receive additional transportation not because of the Achievement Plus designation, but due to their magnet programs. Questions were also raised about the interconnectedness of the Saint Paul Promise Neighborhood and the similarities to the Harlem Children's Zone, and the impact of that program on student outcomes.

Within the topic of ECFE within Community Education, questions centered on the history of the current situation, expectations for the future, the rate of engagement in ECFE that carries over to enrollment, impacts to families and number of families affected. The Board noted that the services are wanted, but the supply cannot be met due to fiscal constraints. The history of ECFE in SPPS was discussed, including that SPPS is one of the only districts that provides money revenue for ECFE, and the historic investment in ECFE by the District in 2012. Community Education warned the program may be decreasing last year, but this is the second year where the investment has not occurred, and can no longer continue to decrease the fund balance. The \$1.8M investment would be 33% of the Community Education budget. Envision SPPS and the efficiencies of the Early Childhood Hubs were also discussed in relation to ECFE. Board members requested information about ways in which the current buildings will be used as programs are shifted. Pop-up opportunities may be available for families, as well as field trips for students to showcase school communities. Information was also provided on the sliding scale fees, which are required by state statute. A question centered on the site slated to be closed and the determination to close those sites, which included that one determination was the staging of ECFE and the braiding and blending with PreK and Community Ed, as well as enrollment trends. A concern was noted about ECFE and Community Ed programming offered on the West Side, and the unintended consequences of enrollment to schools on the West Side. Costs to staff an ECFE site were also discussed, and the Board hopes to be updated as we progress through this process. Administration will work with schools and knows the burden for families to cross town for classes, and as we grow back the program, a priority will be to have a site on the West Side. Other services will continue at the Belvidere building as well. The Board also requested confirmation to ensure the supply we can fiscally offer will meet the demands of the community. Our priority is to retain staff and focus on students and families, and while it will be short this year, we will do what we can for resources in our community. Waitlists for ECFE were also noted. Appreciation for the early childhood staff was also discussed, as they were the essential workers during the pandemic. There is also lobbying at the capitol to advocate for service to our families. Home visits were also shared and staff who reach out to families to provide parenting classes in their home. Further information was shared about affinity groups within ECFE, and they will be continued to be offered. ECFE classes are open to all. The Board also suggested a "train the trainer" model, and while per state statute, a parent educator needs to be licensed, there are drop-in sites and spaces for parents and resources available. Community Education and the Office of Family Engagement and Community Partnerships also have an opportunity to partner in this work for parents and families. A suggestion for an alumni network was also noted.

Within the General Finance Questions and Reflections, additional details were provided about the "crosswalks" within UFARS budget codes and the audit.

The Board then discussed their comfort level in moving forward on the budget after reflecting on these concerns. They will be curious about the follow-up efforts to maintain the services in Achievement Plus and ECFE. While the reductions to these programs are not comfortable, it is also painful to spend more from our fund balance as it limits maneuverability. It is painful and we share in the loss involved, but there is hope through this dark time that we will be able to continue and grow these programs in the future. We

also need to be mindful of the programs we are losing, while also needing to move forward with conscious awareness.

Through this process, the Board also thanked staff, families, and the community as we work to listen to feedback and provide answers and information.

Within the Board Initiated Goals Governance Update, a draft Resolution to Adopt Student Outcomes Goals, Programmatic Goals, District Relations Goals, and Internal Goals was presented. The Board appreciated that the resolution is not restrictive, and open to the insights and expertise of our new superintendent. Discussion focused on the percentage goals within each area, and the rationale for those numbers. In small groups, parents expressed discomfort with the goal percentages. The Board noted that we care about their children and our students, and while we are working to achieve proficiency, we need goals that are aspirational and attainable. We need to understand the capacity to build to achieve a true goal, and will continue to monitor and update goals as needed. Our students are brilliant and they are all capable of exceptional things. These goals will also build the morale as we build to 100% proficiency, and to see that strategies are working as they are implemented. We need that push and momentum to move forward to where we want to go. These goals are good for now, as long as they are monitored and we are clear these are temporary. In our hearts and minds, we know we want to go further and do more. Changes to the resolution were also discussed.

The next presentation was the Tribal Consultation and American Indian Parent Advisory Committee Resolution Response. Parents provided their experiences, including the outcomes of the enrollment meetings for their student. Further information was provided on leadership development. It was noted that within the AIPAC and TNEC, families are clear and make clear demands for what their students need to be successful, and there are reasonable expectations that we need to continue to push further. Further details were also provided on the professional development for staff, as well as the student success plans and their relation to the district's strategic plan. Parents also provided their insights to the resolution process. Details were also provided on the role of social workers and counselors for the attendance meetings, IEP meetings, and overall support for families.

MOTION: Director Ward moved to accept the report on the May 6, 2025 Committee of the Board meeting and approve the recommended motions and minutes of that meeting as published. The motion was seconded by Director Vue.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

9. FUTURE MEETING SCHEDULE

A. Board of Education Meetings (5:30 p.m. unless otherwise noted)

- January 7, 2025 (Annual Organizational Meeting at 4:00pm)
- January 21, 2025

- February 18, 2025
- March 18, 2025
- April 22, 2025
- May 20, 2025
- June 10, 2025 (Special re: Non-Renewals at 4:00pm)
- June 17, 2025
- July 15, 2025
- August 19, 2025
- September 23, 2025
- October 21, 2025
- November 18, 2025
- December 16, 2025

B. Committee of the Board Meetings (4:30 p.m. unless otherwise noted)

- January 7, 2025 (Annual Organizational Meeting at 4:00pm)
- February 4, 2025
- March 4, 2025
- April 8, 2025
- May 6, 2025
- June 10, 2025 • August 6, 2025 – Wednesday (Primary Election)
- September 9, 2025
- October 7, 2025
- November 5, 2025 – Wednesday (Election Day)
- December 2, 2025

B. Motion to Reschedule the Special Meeting re: Non-Renewals on Tuesday, June 10, 2025 to Begin at 5:00 p.m. (originally scheduled for 4:00 p.m.)

Due to the change of the date of the Regular Meeting for June 2025 to June 10, 2025 at 5:30pm, the Special Meeting regarding Non-Renewals will still take place on June 10, 2025, but will need to be moved to commence at 5:00 p.m. instead of 4:00 p.m.

MOTION: Director Henderson moved to reschedule the Special Meeting regarding Non-Renewals scheduled for Tuesday, June 10, 2025 to begin at 5:00pm, instead of 4:00pm, and to be held in Conference Room 5A of 360 Colborne. Director Valliant seconded the motion.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

10. SUPERINTENDENT'S ANNOUNCEMENTS

Superintendent Stanley thanked everyone for the warm welcome to the District, and it has been a fantastic seven days with time spent in schools, and meeting with staff, business partners, and community members. She looks forward to continuing the efforts to step back into the community. Board members thanked Dr. Stanley and they are excited for her to join SPPS, and it has been wonderful to see her engaging with our community.

11. AGENDA ITEMS THAT REQUIRE BOARD ACTION

1. Consent Agenda

MOTION: Director Henderson moved approval of all items within the consent agenda withholding no items for separate consideration. Director Ward seconded the motion.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

1. Gifts

BF 34272 Accepting all Donations under \$5,000 from August 2024 – April 24, 2025

That the Board of Education approve these donations under \$5,000 from August 2024 – April 24, 2025, which are to be used as public purpose and to assist in our fulfillment of public education for Saint Paul Public Schools students

BF 34273 Acceptance of Donation from Central All Sports Booster Club

That the Board of Education authorize the Superintendent (designee) to allow Central High School to accept this gift in the amount of \$4589.98 from the Central All Sports Booster Club.

BF 34274 Acceptance of Donation from Rev. Dr. Darcel Hill

That the Board of Education approve the funds from Reverend Doctor Darcel Hill for the COMPAS Artists in Residency Project and Supplies for CDF Freedom Schools to code 04-005- 505-321-5096-F450.

BF 34275 Request to Accept a Donation from South Robert Street Business Association

That the Board of Education authorize the Superintendent (designee) to accept the gift from the South Robert Street Business Association.

2. Grants

BF 34276 Request for Permission to Accept Grants from the Albertine Foundation

That the Board of Education authorize the Superintendent (designee) to accept funds from the Albertine Foundation and to implement the project as specified in the award documents.

BF 34277 Request for Permission to Accept a Grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP Program

That the Board of Education authorize the Superintendent (designee) to accept a grant from the Minnesota Office of Higher Education's Get Ready/GEAR UP to fund college and career readiness programs at Freedom Schools and to implement the project as specified in the award documents.

BF 34278 Request for Permission to Submit a Grant to the Minnesota Department of Education Ethnic Studies Course Development for Grades 5-12: Community-Centered Knowledge Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education Ethnic Studies Course Development for Grades 5-12: Community-Centered Knowledge Grant; to accept funds; and to implement the project as specified in the award documents.

BF 34279 Request for Permission to Submit a Grant to the Minnesota Department of Education Multi-Purpose Community Facility Projects Grant Program

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Education Multi-Purpose Community Facility Projects Grant Program; to accept funds; and to implement the project as specified in the award documents.

3. Contracts

BF 34280 Apple Device Repair Services for FY 26 - FY 29

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with Gophermods for the labor, material, equipment and services to perform repairs for district staff, and student iPad and Apple laptops not to exceed \$2,100,000 for the 2025-2026 through 2028-2029 school years.

BF 34281 ITB#A227657-A: Renewal Fresh Bakery Items

That the Board of Education authorize the renewal of ITB#A227657-A to Bimbo Bakeries USA for furnishing and delivery of fresh bakery items for the period of July 1, 2025 through June 30, 2026, for an estimated value of \$245,000.

BF 34282 ITB#227596-A: Renewal Prime Vendor Contract for Dairy and Juice Products

That the Board of Education authorize the renewal of ITB#227596-A to BevSo for the furnishing and delivery of dairy and juice for the period of July 1, 2025 through June 30, 2026, for an estimated value of \$2,000,000.

BF 34283 ITB#A224278-DW: Renewal Prime Vendor for Produce

That the Board of Education authorize the renewal of ITB#A224278-DW to Bix Produce Company as a primary vendor and to Russ Davis Wholesale as the secondary vendor for the furnishing and delivery of

produce for the period of July 1, 2025 through June 30, 2026, for the estimated value of \$1,800,000 and \$1,200,000; respectively.

BF 34284 RFP # 23-3660-JG: Amendment of Request for Type III Transportation

That the Board of Education authorize the amendment of RFP # 23-3660 to increase the dollar amount of the contracts with Bille Bus by \$400,000 to \$600,000, United Transportation by \$450,000 to \$1,200,000, and Universal Transportation by \$850,000 to \$2,082,000 for transporting students to and from school.

BF 34285 Contract Amendment #5 for Willen, Inc. for Johnson High School HVAC Replacement (Project # 1150-19-01)

That the Board of Education authorize award of Amendment #5 for Willen, Inc. in the amount of \$5,850 for the Johnson High School HVAC Replacement (Project # 1150-19-01).

BF 34286 Contract Amendment #1 for RJM Construction for Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01)

That the Board of Education authorize award of Amendment #1 for RJM Construction in the amount of \$1,290,317 for the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01).

BF 34287 Maximum Hourly Rate Increases for Pre-Qualified Professional Architects

That the Board of Education authorize the administration to adjust the terms of professional consulting services in accordance with the Request for Qualifications No. A21-1401-A to incorporate new maximum hourly billing rates per the above table.

BF 34288 Contract Amendment #1 for JLG Architects for Hamline Elementary School Secure Entry, Heating and Plumbing Replacement (Project # 4160-25-01)

That the Board of Education authorize award of Amendment #1 for JLG Architects in the amount of \$10,340 for the Hamline Elementary School Secure Entry, Heating and Plumbing Replacement project (Project #4160-25-01).

BF 34289 Contract Amendment #3 for RJM Construction, for Bruce Vento Elementary - New Construction (Project # 1020-22-01)

That the Board of Education authorize award of Amendment #3 for RJM Construction in the amount of \$135,219 for the Bruce Vento Elementary - New Construction (Project # 1020-22-01).

BF 34290 Contract Amendment #2 for U+B Architecture for Wellstone Elementary Plumbing, Piping, and HVAC Replacement (Project # 4260-23-01)

That the Board of Education authorize award of Amendment #2 for U+B Architecture in the amount of \$3,080 for the Wellstone Elementary Plumbing, Piping, and HVAC Replacement (Project # 4260- 23-01).

BF 34291 Contract Amendment #3 for Snow Kreilich Architects for Barack and Michelle Obama School Addition and Renovation (Project # 3210-23-01)

That the Board of Education authorize award of Amendment #3 for Snow Kreilich Architects in the amount of \$25,900 for the Barack and Michelle Obama School Addition and Renovation project (Project #3210-23-01).

BF 34292 Design Services for the FY25 Roofing Replacement Program at Harding High School and Education and Operations Services (Project # 0175-25-01)

That the Board of Education authorize award of design and construction administration services to Miller Dunwiddie for the not-to-exceed fee of \$455,815.

4. Agreements

BF 34293 Reauthorization of Saint Paul Public Schools Adult Basic Education to work in conjunction with and to act as fiscal agent for Literacy Minnesota and Saint Paul Community Literacy Consortium (SPCLC) and related management contract for the consortium for the 2025-2026 school year. The cost of the management contract is approximately \$200,000.

That the Board of Education authorize the Superintendent (designee) to approve the Agreement between Saint Paul Public Schools and Literacy Minnesota for the Management Contract of the Saint Paul Community Literacy Consortium.

BF 34294 Agreement between Saint Paul Public Schools and Capitol Region Watershed District for the Maintenance of Rain Gardens

That the Board of Education authorize the Agreement between Saint Paul Public Schools and Capitol Region Watershed District for the maintenance of rain gardens.

BF 34295 Resolution to Host Minnesota Greencorps Member for the 2025-2026 Program Year

That the Board of Education authorize the signature of a host site agreement with the Minnesota Pollution Control Agency to carry out the Minnesota GreenCorps member activities specified therein and to comply with all of the terms, conditions, and matching provisions of the host site agreement.

BF 34296 Assignment and Novation Agreement with Bray Associates-Architects, Inc

That the Board of Education authorize the administration to transfer the rights, obligations, and benefits in the Agreement with MLA Architects, Inc.to Bray Associates-Architects, Inc.

BF 34297 Approval of an Employment Agreement with United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, to Establish Terms and Conditions of Employment for 2025-2028

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom United Union of Roofers, Waterproofers and Allied Workers, Local Union No. 96, is the exclusive representative; duration of said Agreement is for the period of May 1, 2025 through April 30, 2028.

BF 34298 Approval of an Employment Agreement with the North Central States Regional Council of Carpenters to Establish Terms and Conditions of Employment for 2025-2028

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom the North Central States Regional Council of Carpenters, is the exclusive representative; duration of said Agreement is for the period of May 1, 2025 through April 30, 2028.

BF 34299 Approval of Memorandum of Agreement with United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, to Establish Terms and Conditions of Employment for 2025-2026

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom the United Association of Steamfitters, Pipefitters, and Service Technicians, Local Union No. 455, is the exclusive representative; duration of said agreement is for the period of May 1, 2025 through April 30, 2026.

5. Administrative Items

BF 34300 Monthly Operating Authority

That the Board of Education approve and ratify the following checks and electronic transfers for the period March 1, 2025- March 31, 2025

(a) General Account	#783815-784651	\$67,596,313.18
	#0011339-0011369	
	#7005485-7005501	
	#0012287-0012497	
(b) Construction Payments	- 0 -	\$14,997,781.94
(c) Debt Service	- 0 -	<u>\$3,100.00</u>
		\$82,597,195.12

Included in the above disbursements are two payrolls in the amount of \$50,184,780.37 and overtime of \$316,273.80 or 0.63% of payroll.

(d) Collateral Changes

Released: None

Additions: None

That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Worker's Compensation Law falling within the period ending September 30, 2025.

BF 34301 Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations

That the Board of Education exclude noncompliant student(s) from school(s) effective May 20, 2025 should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

Human Resources Transactions

BF 34302 Transactions for April 1 – April 30, 2025

BF 34303 Approval of Renewal of Membership in the Minnesota State High School League

That the Board of Education adopt the attached resolution to renew the School District's participating schools' membership in the Minnesota State High School League. The schools are: Central HS, Como Park HS, Harding HS, Highland Park HS, Humboldt HS, Johnson HS, Open World Learning (OWL) Community, and Washington Technology Magnet HS.

BF 34304 Proposed Adoption of a Mascot for Barack and Michelle Obama Montessori Elementary School (formerly J.J. Hill Montessori) for Fall 2025

That the Board of Education authorize the Superintendent (designee) to approve the proposed mascot adoption for Barack and Michelle Obama Montessori Elementary school for the Fall of 2025.

BF 34305 Designation of an Identified Official with Authority (IOwA) for Education Identity Access Management

That the Board of Education authorize Superintendent Dr Stacie Stanley as the Identified Official with Authority (IOwA) for Saint Paul Public Schools and Anne McInerney as the Proxy Identified Official with Authority (IOwA) for Saint Paul Public Schools ISO 625 for the remainder of the 2024-2025 academic year and the 2025-2026 academic year.

BF 34306 Project Budget Modification Request and Finance Plan Update for the Humboldt Senior High School AHU Replacement (Project # 2142-25-01)

That the Board of Education approve the budget modification to Humboldt Senior High School AHU Replacement - Project # 2142-25-01.

6. Bids

7. Change Orders

ITEMS PULLED FOR SEPARATE CONSIDERATION - None

FURTHER AGENDA ITEMS THAT REQUIRE BOARD ACTION

- A. Resolution Directing Administration to Prepare a Referendum Recommendation with Proposed Accompanying Ballot Language to Provide Needed Additional Revenue in Support of Saint Paul Public Schools' Mission of Providing a Premier Education to All Students

Superintendent Stanley introduced the below resolution:

WHEREAS, Saint Paul Public Schools (SPPS) is committed to inspire its more than 33,000 students to think critically, pursue their dreams and change the world; and,

WHEREAS, fulfilling this commitment to students is fundamentally reliant upon adequate financial resources and staffing; and,

WHEREAS, budget decisions are designed to support district goals and priorities for student learning; and,

WHEREAS, district staff have taken several steps to reduce expenses and balance the budget, including major cuts to district administration with a goal of limiting impacts to schools and classrooms and guided by putting students first; and,

WHEREAS, State funding for public schools has not kept pace with inflation for the past 20 years, creating a funding gap for SPPS exceeding \$50 million per year. Moreover, the school district is anticipating a budget shortfall of \$51.1 million for the 2025-2026 school year; and,

WHEREAS, the district is planning to draw down its reserves by \$34.9 million in the 2025-2026 year, and at least that much in the 2026-2027 year, leaving the district's reserve balance far below School Board Policy 701.01, and almost completely depleted; and,

WHEREAS, additional and significant reductions in programs and services will need to occur for the 2026-2027 year and beyond in the absence of additional revenue; and,

WHEREAS, per student funding provided by the State of Minnesota has been consistently below the rate of inflation and inadequate to fully fund the district's core teaching and learning needs; and,

WHEREAS, SPPS's current per-student operating levy funding is among the lowest compared to other local school districts and well below the metro average; and,

WHEREAS, in the absence of additional revenue, there will be a need to make additional budget reductions in future years to maintain a structurally balanced budget, which will require at least \$35 million in cuts to staffing and programs across the district; and

WHEREAS, the state of Minnesota provides all school districts with the option of asking local voters for additional funding through referendum elections; and,

BE IT RESOLVED that the School Board of Independent School District 625, Saint Paul Public Schools, authorizes and directs the administration to prepare a recommendation regarding Voter Approved Referendum request of district voters on the November 4, 2025, ballot, and to bring said recommendation and proposed accompanying ballot language to the July 15, 2025, Board meeting for Board consideration and action.

The full resolution can be found in the BoardBook.

DISCUSSION/QUESTIONS:

- Director Henderson provided background details on this item, including the beginnings of this conversation a few months back, and the \$37M needed to fill the gap. We started conversations with real realities about the burden taxpayers face, and thoughtful conversations about the financial realities and different ways to meet the needs of the district, with strategic decisions rooted in that

shared burden, and the ability to explore all options. There were also conversations about the state of the budget this year and the future if we choose to do nothing, and stay the status quo, and to explore all options.

- Director Vue requested information on the resolution by July 15th, and what to anticipate we will know by that time, and how the Board can help to inform voters with the report. Response: By that date we will have the results of the community survey, which will tell us the type of referendum, the tolerance level, and information from the community about the current status and work, which will be presented at the June 17th Committee of the Board meeting. That information will then be used to craft the language and ballot initiative to be the formal resolution that will be presented to the Board on July 15th, with the information to Ramsey County Elections and Minnesota Department of Education by the due date of August 12th.
- Director Carrillo offered a comment to build trust with the Saint Paul community and taxpayers both politically and in terms of results of investment, which is our students. In our budgeting process the most important areas to build trust include transparency in answers from the Board and Administration to guide the public to understand the reality of the financial situation, and to understand ways in which we are at risk of losing further financial capacity, at both the State and Federal levels, and those are conversations in which we need to be frank with the community, and our own work as a District and being able to level set with the goals that we're going to use to drive investments through the potential levy, and how that will translate to student success, which is the most important work.
- The Board encouraged all to think about how we are moving towards a place where the community can trust the district with their dollars and reinvest in the community with our students.

BF 34307 Resolution Directing Administration to Prepare a Referendum Recommendation with Proposed Accompanying Ballot Language to Provide Needed Additional Revenue in Support of Saint Paul Public Schools' Mission of Providing a Premier Education to All Students

MOTION: Director Henderson moved to approve the Resolution Directing Administration to Prepare a Referendum Recommendation with Proposed Accompanying Ballot Language to Provide Needed Additional Revenue in Support of Saint Paul Public Schools' Mission of Providing a Premier Education to All Students. Director Franco seconded the motion.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

B. B.I.G.G.: Board Initiated Goals Governance

- a. A Resolution to Adopt Student Outcomes Goals, Programmatic Goals, District Relations Goals, and Internal Goals

Director Ward then presented this report.

Included within the presentation was an introduction to this work including the community engagement, and internal discussions. The below goals were then introduced:

STUDENT OUTCOMES GOALS

- The percentage of SPPS students who are proficient in reading will increase from 34% in 2024 to 40% by 2029; the percentage of SPPS students learning English as a second language who are proficient in reading will increase from 7% in 2024 to 15% by 2029, as measured by the Minnesota Comprehensive Reading Assessments.
- The percentage of SPPS students who are proficient in math will increase from 26% in 2024 to 31% by 2029, as measured by the Minnesota Comprehensive Mathematics Assessments.
- The percentage of SPPS students who complete a career inventory before graduation will increase from 78% of students in 2024 to 99% of students in 2029.
- The percentage of SPPS students who receive a passing grade in Civics and/or U.S. Government will increase from 84% in 2024 to 90% in 2029.
- The percentage of students earning a passing grade in Personal Finance will increase from implementation in September 2025 to 75% by June 2029.

PROGRAMMATIC GOALS

- The percentage of school-aged children who live in Saint Paul and attend an SPPS school will increase from 60% in 2024 to 63% by 2029.
- The number of schools fully implementing the Whole School Restorative Practices model will increase from 1 in 2024 to 8 by 2029.
- The amount of the district funds dedicated to music and arts will increase from \$243 per student in Fiscal Year 2025 to \$284 per student by Fiscal Year 2029 as outlined in the SPPS district budget.
- The percentage of SPPS students who graduate in 4 years will increase from 68% in 2023 to 80% in 2029; returning to pre-pandemic levels for all student groups.

DISTRICT RELATIONS GOALS

- The Board and District leadership will collaborate on a set of shared expectations regarding the manner in which they communicate with one another.
- The Superintendent will provide consistent and regular updates to all board members about the wellbeing of the district and the progress of our shared work.
- Board leadership will determine how best to merge the Board's public relations strategies with the district's public relations strategies.
- The Board and District Administration will hold an annual retreat and work session.

INTERNAL GOALS

- The Board will develop and implement clear procedures for committee attendance no later than the 2026 Board Retreat. These procedures will include an expectation that Board Members will activate their alternates in the case of an absence, a process for reporting the activities of the committee back to the full Board, as well as a process for changing the Board Member assigned to a particular committee in the case of repeated absences.
- The Board will develop a strategy around communications and engagement. This strategy should address expectations regarding how we collectively respond to emails from our community as well as how we respond to each other in a way that allows us to operate effectively. As part of this strategy, Board Members will host at least two public town hall/office hours events each year, at least one of which must be a meeting with students, and will visit each school in their focus area at least once per calendar year.

- By their 2026 Board Retreat, the Board will update their onboarding process for new Board Members, which will include technology set-up, scheduling one-on-one meetings with the Board Administrator, Board Chair, and Superintendent, scheduling school visits in designated focus areas, and a training with General Counsel regarding Roberts Rules, Conflicts of Interest, and Open Meeting Laws.
- Every Board Member will engage in some form of professional development each year to improve as a public servant.
- The Board will conduct a self-evaluation, based on these internal goals, at the 2026 board retreat

The full presentation and resolution can be found in the BoardBook.

DISCUSSION/QUESTIONS:

- The Board noted that this was a process that allows the community and Board to focus our work and achieve, and to provide space about how our students are doing on a regular basis, and checking and ensuring we are holding ourselves and the district accountable to student outcomes, and we are grateful to everyone who pushed this forward, and all involved in community engagement.
- Director Carrillo noted the history, including Student Outcomes Focused Governance (SOFG), which didn't align with the concept of the mission to oversee and be connected to the community, with a strong truth to be connected to student outcomes and be a driving force behind our work and the work we do in collaboration with the superintendent with general goals, and collaboration with a common voice and mission to drive us in our success. We re doing work to make goals in which we are held accountable to a culture of accountability and transparency and expectations for our work and as a community of learning. He thanked his fellow board members and pushing us toward this place of adoption. This is not the end, but the end of the work to get our goals – but the beginning of the focus on what matters – that our kids flourish and are able to succeed.
- Director Allen thanked former board members Jeanelle Foster and Jessica Kopp, and recounted her experience at a board retreat on student outcomes focused governance with the Council of the Great City Schools, and thanked the board members who completed the training, and the process to fine tune this work to meet the needs of SPPS. She quoted Nelson Mandela in that “We never lose; we only learn.” She also noted conversations with families to have a better understanding of this work and process.
- Director Franco thanked the Board for the revisions around student outcomes goals to “meet or exceed” and a way we were able to ensure feedback was uplifted and that these benchmarks are achievable and the goal is for all students to achieve a levels well beyond the figures in this resolution. He also noted excitement about the ongoing monitoring and this process to give additional insights to the strategies and ways in which students are progressing.
- Director Henderson echoed the praise and thanked Chief Stacey Grey Akyea, who has been the rock behind this work and she thanked her for the clarity and work. We so deeply appreciate it, and clarity on where we are and how we go here, and that the work doesn't stop, but we need to be realistic and there's more to do. She noted learning about the Board to work together as a team and with Administration, and to be better when we work together and continue to lift each other and this work up. She also shared the reaction, as did community members, that these numbers feel too low, and our students can meet and go further, and shared the reframing from Director Carrillo – this is not the floor for what we believe in our students, but the reality to invest in and where we are, to hold that reality and ourselves accountable to do the work to improve, and it's fitting as it's Dr. Stanley's first board meeting where this is approved. We have been clear as a Board, City, and District that the direction needs to be moving forward. This is needed, and we are committed, while

naming the discomfort that we feel, and look forward to being vocal about the monitoring about the next steps of the process.

- Director Ward agreed at the sentiments expressed, and noted also feeling agreement with the community that the goals were not ambitious enough. It is important to set goals that are achievable even when they are not set at the level that meets our aspirations. A sentiment expressed wondering if we meet the goal before the deadline that's set, and if the resolution would be amended to continue to be more ambitious and to push harder. We will strive for better, and he noted the many thanks to the Board, and Chief Stacey Grey Akyea who was instrumental in this work from the surveys and meeting with students, and every family that participated online or in meetings, and employees who organized space. The entire community contributed to this work, and he hopes that everyone can see their work reflected in the goals.
- Director Valliant echoed her colleagues. As a new board member, she was surprised there were not set goals, and is glad to have them now, especially as a parent in the district
- Director Vue requested insights from Superintendent Stanley regarding these goals. She noted appreciation, and thanking Dr. Grey Akyea for her work. Five-year goals are important, and we are ready to go. She noted that working toward goals that are not attainable can be discouraging to many. She fully supports this work and she and the team talk about it.
- Director Vue noted that he was also surprised the Board did not have goals when he joined, and it was a great part of the disconnect for those we served and the person the Board directs. He also shared the history and process to this point, and implementation. He also noted that within finding the way, it needed to be done the "Saint Paul way." In this, we are carrying the aspirations of the past compositions of the Board, and securing the legitimacy of future boards to come as it pertains to governance goals.

BF 34308 A Resolution to Adopt Student Outcomes Goals, Programmatic Goals, District Relations Goals, and Internal Goals

MOTION: **Director Henderson moved to approve A Resolution to Adopt Student Outcomes Goals, Programmatic Goals, District Relations Goals, and Internal Goals. Director Ward seconded the motion.**

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

C. School Board Compensation

Vice Chair Ward then led this presentation. Included were details about salary of governing bodies within Saint Paul and Ramsey County, salaries of other Minnesota school districts, state statute that allows Minnesota school boards to set compensation, comparisons to districts nationwide, compensation data and projections, inflation rates, and potential actions.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Allen noted she is not comfortable with a one-time flat rate increase due to future discussions on this topic, as well as inflationary reasons and consistency.
- Director Carrillo noted his research into other districts that had a rate increase and the media attention around that. He also noted the outputs of the Board, and community emotions around those outputs. He believes that we do need to address the situation, but on a delay because this is a difficult year in terms of finances, and it is not fair to push an inflationary rate on the Board when the District is making cuts. Conversely, it is not something to push to a future Board and it needs to be addressed and done in a way that is sustainable for the future of the District.
- Director Henderson requested if there was a recommendation from the Governance and Operations Committee. Response: The closest to a consensus from the committee was a shift to an inflationary adjustment with a year of delay.
 - Why vote to delay, and not just vote next year? Response: The main reason is that we are setting the plan in motion now, instead of pushing it to the next year. In previous iterations of the Board, there were flat rate increases, but continued to delay the conversation, and many years later, board members felt it was time, but it was painful and board members didn't feel comfortable with the increase. We will never feel comfortable, and knowing the salary increase isn't immediate, under this recommendation, there would not be a vote next year, but it would go into effect next year.
- Director Allen noted she is not comfortable with a vote with the budget constraints, and while she hopes to close the financial gaps, she is concerned if we move forward and the District is in the same financial situation next year. It doesn't make sense to make a blind decision.
- A board member also noted that they would not support voting to delay a salary increase and also not support an increase to the salary currently. The conversation around inflationary adjustment is realistic and a better strategy than to increase by a large amount.
- Director Vue also noted the Board Compensation policy, and for the matter of consensus, that an inflationary increase is a better option. Could we bring before a policy that reflects a salary increase and have the policy be voted upon? Response: We would need to look if that is a legally appropriate way to adjust, and can write a memo for the legal backing.
- Director Henderson noted that she is not comfortable voting on this item and would be a No vote, but appreciates the sentiment and if the desire is for the Policy Work Group to look into this, she would support that.
- Director Carrillo noted that he would support the avenue of Policy Work Group to look into this topic, and there's transparency to the three-reading process to amend the policy, and if a future board wanted to adopt a different salary structure and method.
- Director Ward confirmed that the emerging consensus is to not act on this item this year, and there are questions on how to go forward, whether it's in Policy Work Group or Gov/Ops. The Board will not further pursue this topic this year.

10. INFORMATIONAL AGENDA ITEMS

D. Policy Update

- a. SECOND READING: Policy 401.00 - Equal Employment Opportunity

Superintendent Stanley welcomed Maria Eustaquio, Director of EEO, to present this update.

This policy was last updated in 2019, and there is a new policy format with a policy purpose and statement of policy. Updates to the policy include wording changes. It now cross references Title IX – Grievance Procedures (102.00.01) and 418.00 Gender Inclusion – Staff.

The full presentation and draft of the policy revisions can be found in the BoardBook.

QUESTIONS/DISCUSSION: None

b. SECOND READING: Policy 408.00.5 - Pre-Service Training

Superintendent Stanley welcomed Pat Pratt-Cook, Executive Chief of Human Resources, to present this update. It was last revised in 2013. Policy changes include a policy purpose, information about student teaching and practicum and field experience. Changes also include revisions to the requirements for pre-service training, and to align with state statute.

The full presentation and draft of the policy revisions can be found in the BoardBook.

QUESTIONS/DISCUSSION: None

c. SECOND READING: Policy 425.00 – Nepotism

Superintendent Their welcomed Pat Pratt-Cook, Executive Chief of Human Resources, to present this update.

This policy was last revised in 2008, and will transition to a new policy format. The policy purpose was added, clarification of when family members or business partners can not be involved in or influence decisions related to employment status, and definitions of “nepotism”, “family member,” “business partner,” and “direct supervision.” Information about exceptions, and the complaint process were also added.

The full presentation and draft of the policy revisions can be found in the BoardBook.

QUESTIONS/DISCUSSION: None

d. SECOND READING: Policy 420.00: Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions

Superintendent Stanley welcomed Becky Schmidt, Director of Health and Wellness, to present these updates.

Within the presentation included details on the rationale for the amendment to this policy which is the rescission of the policy, comparisons to other districts, language proposed to be removed and the justification for the removal of that language.

The full presentation and draft policy changes can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Franco noted the reference points to rescind this policy, but requested information about the intersections and best assessment of this policy to not be necessary with the current political

climate. Response: In looking at the rights of students and employees to attend school or work, there is a Section 504, IDEA, or ADA, in which they would have entitlements to attend work or school, and not exclude them with exception of guidance from the Minnesota Department of Health. The initial guidance is from 2008, which is outdated, and there are more protections in place. Title VII also allows for protecting for staff to have the right to attend work without discrimination, with other efforts to allow them to come to work. The Executive Orders during the pandemic were also noted.

- If Congress decided to change the protections afforded in the 504 or IDEA or other protections at the Federal level, can we still maintain that we are following guidance from the State and other local partners for every effort on our end for students and staff to attend work and school? Response: If there would be congressional changes or other guidance from the federal or state government, at that point, we would re-evaluate the district's policy, for those protections in place for students and staff. The Minnesota Human Right's Act is robust in protections for the rights of staff and students.

e. SECOND READING: Policy 516.01: Immunizations

This presentation included information about the rationale for the changes, and the proposed language revisions and the justification for them.

The full presentation and draft policy changes can be found in the BoardBook.

QUESTIONS/DISCUSSION: None

E. FY26 Proposed Budget

Superintendent Stanley then welcomed members of the Senior Executive Leadership Team to present this report.

The 2025-26 budget overview was reviewed, including:

- SPPS is estimating a budget shortfall for 2025-26 of approximately \$51.1M
- To minimize the impact of this shortfall on students and schools, the Board of Education has agreed to use \$34.9M in reserve funds (fund balance). The remaining \$16.2M will come from a combination of budget cuts and new revenue.

Causes for budget shortfall include:

- Increased expenses, including employee wages and benefits and rising costs of goods and services
- No anticipated increases to state, federal or local revenue to adjust for inflation, apart from the base funding formula and the local operating levy

Figures and graphs were shown for the FY26 budget shortfall progress (reductions, expenses, and revenue), summary for all funds, FY26 total revenue by fund, FY26 total expenditures by fund, FY26 general fund revenue sources, FY26 general fund expenditures, proposed general fund budget, proposed food service fund budget, proposed community service fund budget, proposed building construction fund budget, proposed debt service fund budget, FY26 budget for board approval, and fund balance for FY26 budget of 5.43%.

Within the Human Resources portion of the presentation, information was shared about the school and department position cuts, and estimated layoffs by employee group, and placement, bumping and layoff updates.

Information was also shared about the FY26 department budgets and FY26 school budgets.

Budget timeline updates and next steps were also shared, with the Board to act on the FY26 budget on June 10, 2025.

The full presentation can be found in the BoardBook.

QUESTIONS/DISCUSSION:

- Director Carrillo noted that in the past there have been late adjustments to the budget, and wondering if we are expecting that or these numbers are fairly stable? Response: We believe this to be a solid budget based on what we know today, and do not anticipate any further changes, but acknowledge that if anything does occur or is uncovered in the next 21 days, that communication will be sent.
- Director Franco thanked the team for the detailed allocations and FTE comparison that was provided. A 5.43% fund balance is just above board policy and 19 days of expenses does feel small, especially in these times. We have done 2 years of a significant deficit spend to get to this point, and the reality is if we are going to maintain the quality of producing in this district that we need to find ways to generate additional revenue, and we know the team will continue to look at efficiencies. He noted the FY26 budget reports available online, and wishes there was an easier way to streamline these documents, but is not a current reality based on other constraints.
- Director Ward noted the adopted budget policy and we had to learn a new way of doing things, and thanked Chief Sager, Chief Pratt-Cook, and Chief Collins, and the senior leader team for their work. As we get closer to a budget adoption, he noted finding less questions and a better understanding of why, and in a better position to support and explain, and thanked the team for their work. He did request that for the budget adoption on June 10th, that part of the presentation is a recap of the board parameters and how this budget meets those.
- Director Henderson noted reflections from the April 29th public comment session, and the real impacts of both the cuts to ECFE and Achievement Plus, and what we can and cannot do, including a mutual partnership to step back, and to share that we did hear the community and feel it deeply. The more transparent we can be the easier it is to continue to hold the burden and come back to find ways to rebuild.
- Director Allen thanked the Board and team for their patience and long budget meetings, and thanked the Board for executing this process. This is an important stamp on true democracy, and this is an opportunity for this budget to incorporate the impacts and parameters. The process is good, and it's important to include everyone in the process of major decisions such as this. She is proud of this moment, and looks forward to seeing this turn into a smooth-running machine over the years.

13. BOARD OF EDUCATION

A. Information Requests/Responses and Items for Future Agendas

B. Board of Education Reports/Communications

- Director Henderson provided a report of the Board Retreat.

- Director Carrillo echoed the comments about the Retreat and thanked Dr. Stanley for her recommendation of facilitator to guide the work. He also noted key takeaways from the workshop including transparency, trust, vulnerability, questions, and connections. There is a direct impact on the work of board members and to incorporate the thoughts to build relationships and connections.
- Director Allen provided a report about her friend and victim of gun violence, Tyrone Williams, and gun violence in the community and police accountability. On Friday (5/23), there will be a Rise Up event at Metro State on anti-gun violence with students. She encouraged board members and Superintendent Stanley to attend, and it will also be open to the public.
- Director Vue shared that May 13th was Hmong American Day, and his reflections on the day and with the Hmong community. This is the 50th year that Hmong people have lived in the United States and he also attended the Txuj Ci Lower celebration and noted the video that has 35,000 views. He thanked Assistant Superintendent Ntxawm attended and reflected on the past 50 years, and the future 50 years, as he looked at the school community.

14. ADJOURNMENT

Director Henderson moved to adjourn the meeting; Director Allen seconded the motion.

The motion was approved by roll call vote:

Director Carrillo	Yes
Director Franco	Yes
Director Valliant	Yes
Director Henderson	Yes
Director Ward	Yes
Director Vue	Yes
Director Allen	Yes

The meeting adjourned at 8:53 p.m.

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

Prepared and submitted by:

Sarah Dahlke

Assistant Clerk, St. Paul Public Schools Board of Education

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

TOPIC: Future Meeting Schedule

2025 Regular Meeting Schedule

- January 7, 2025 (Annual Organizational Meeting at 4:00pm)
- January 21, 2025
- February 18, 2025
- March 18, 2025
- April 22, 2025
- May 20, 2025
- June 10, 2025 (Special re: Non-Renewals at 5:00pm)
- June 10, 2025
- July 15, 2025
- August 19, 2025
- September 23, 2025
- October 21, 2025
- November 18, 2025
- December 16, 2025

2025 Committee of the Board Meeting Schedule

Time: 4:30 p.m.

Location: Conference Room 5A – 360 Colborne Street, Saint Paul, MN 55102

- January 7, 2025 (Annual Organizational Meeting at 4:00pm)
- February 4, 2025
- March 4, 2025
- April 8, 2025
- May 6, 2025
- June 17, 2025
- August 6, 2025 – Wednesday (Primary Election)
- September 9, 2025
- October 7, 2025
- November 5, 2025 – Wednesday (Election Day)
- December 2, 2025

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

DATE: June 10, 2025

TOPIC: Request for Permission to Accept a Donation from Global Arts Plus PTA

A. PERTINENT FACTS:

1. A gift of \$10,000 was donated to Global Arts Plus for the 2025-2026 school year to be added and split evenly between Lower and Upper Campus. Lower Campus, in the amount of \$5,000 to 19-510-291-000-5096-U001, and Upper Campus, in the amount of \$5,000 to 19-528-291-000-5096-U001.
2. Global Arts PTA will use funds to pay guest artists for school residencies throughout the year.
5. This project will meet the District strategic plan focus area(s) of Program Evaluation and Resource Allocation and Effective and Culturally Responsive Instruction.
6. This item is submitted by Dr. LaKisha Franks, Principal; Kirk Morris, Assistant Superintendent; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept the gift from Global Arts Plus PTA in the amount of \$10,000, split evenly between Lower and Upper Campus. Lower Campus in the amount of \$5,000 to 19-510-291-000-5096-U001 and Upper Campus, in the amount of \$5,000 to 19-528-291-000-5096-U001.

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

DATE: June 10, 2025

TOPIC: Request for Permission to Accept Funds from the Minnesota Historical Society Legacy Grant Program

A. PERTINENT FACTS:

1. The Minnesota Historical and Cultural Heritage Grants program —also known as Legacy Grants — is a competitive process created to provide financial support for projects focused on preserving Minnesota’s history and culture. This state-funded program is made possible by the Arts and Cultural Heritage Fund using sales tax revenue resulting from the Clean Water, Land, and Legacy amendment created through the vote of Minnesotans on Nov. 4, 2008.
2. Grant funds will support the SPPS African Storytelling Translation and Hmong Phonics Curriculum projects. Specifically, funds will be used to support professional development of SPPS staff and staff time to build out curriculum.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$8,730 for Hmong Phonic Curriculum project with a district match of \$1,200 to support the administration of the grant. The African Storytelling Translation project was awarded \$8,550 with a district match of \$1,440 for indirect costs. Both grants are available to spend until July 1, 2026.
4. This project will support the strategic focus area of Effective and Culturally Responsive Instruction.
5. This is a new grant-funded project.
6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Executive Director of Multilingual Learning; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Historical Society and to implement the project as specified in the award documents.

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

DATE: June 10, 2025

TOPIC: Request for Permission to Accept Funds from the Saint Cloud State University Confucius Institute Program

A. PERTINENT FACTS:

1. The Saint Cloud State University Confucius Institute provides grants that support professional development among teachers of Mandarin and culture-infused activities within schools that teach Mandarin.
2. Saint Paul Public Schools Office of Teaching and Learning has prepared an application for funds to support student and teacher activities in Mandarin language classes. The goal of this project is to provide cultural enrichment opportunities to students so that they can better understand and appreciate Chinese culture as well as the language.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$10,000.
4. This project will support the strategic focus area of Effective and Culturally Responsive Instruction.
5. This is a continuing grant-funded project.
6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Executive Director of Multilingual Learning; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from the Saint Cloud State Confucius Institute grant program and to implement the project as specified in the award documents.

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

DATE: June 10, 2025

TOPIC: Request for Permission to Accept Funds from the Saint Paul Chamber of Commerce Workplace Micro Grant Program

A. PERTINENT FACTS:

1. Ramsey County Public Health is working with the Saint Paul Area Chamber of Commerce (SPACC) to provide technical support and grants to encourage healthier environments for their employees. Projects include: 1) gardening implementation at worksites so employees can get active and try new fruits and vegetables; 2) implementing use of a Nursing Mothers' Room to support breastfeeding for new moms, as well as use by employees for relaxation; 3) physical activity stations, so that during break times employees can have a space to be active, as well as supporting walking meeting; 4) wellness committee formation and support so the changes are sustainable..
2. The Saint Paul Public Schools Health and Wellness department has been awarded this grant to implement a physical activity station, improve the break room, provide lactation support, and support overall wellness in the workplace.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$2,900.
4. This project will support the strategic focus area of Positive School and District Culture.
5. This is a new grant-funded project.
6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Benefits and Wellness Supervisor, Regina Carlson; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from the Saint Paul Area Chamber of Commerce and to implement the project as specified in the award documents.

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

DATE: June 10, 2025

TOPIC: Request for Permission to Accept Grant Funds from the Minnesota Department of Education's Alternative Delivery of Specialized Instructional Services (ADSIS) Grant Program

A. PERTINENT FACTS:

1. The Minnesota Department of Education (MDE) makes ADSIS funding available to Minnesota Public School Districts and Charter Schools for the purpose of providing direct instruction and services to K-12 students and preschool students who are part of district programs that generate general education revenue and who may need additional academic and behavioral supports to succeed in the general education environment and who may eventually qualify for special education, if the prevention services were not available. An approved program may provide instruction and services in a regular education classroom or an area learning center to eligible pupils. Pupils may be provided services during extended school days and throughout the entire year.
2. Saint Paul Public Schools (SPPS) will use MDE ADSIS funding to compensate Literary/Reading Interventionist positions at nine schools and one payroll personnel. Additionally, grant funds will be used to purchase reading supplies and materials that advance ADSIS reading intervention. The ADSIS Reading Teacher will allow grades 3-5 students who are striving readers to receive instruction at their point of need. The ongoing use of SPPS® (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) will allow teachers access to a strong scope and sequence that allows for instruction with explicit teaching.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$1,200,000 annually for two years.
4. This project will support the strategic focus area of Effective and Culturally Responsive Instruction.
5. This is a new grant-funded project.
6. This item is submitted by Durowaa Agyeman-Mensah, Craig Anderson, Director of Teaching and Learning; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from the Minnesota Department of Education and to implement the project as specified in the award documents.

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

DATE: June 10, 2025

TOPIC: Request for Permission to Accept Grant Funds from the Sauer Family Foundation

A. PERTINENT FACTS:

1. The Sauer Family Foundation funds education grants for families and children in need, with a priority of funding applications that fall into priority points. The Sauer Family Foundation funding priority of this grant supports initiatives that build supporting environments to improve the emotional well-being of youth.
2. As Bruce F. Vento Elementary School transitions into a new building, staff have received funds to close the long-standing gap in providing a fully equipped sensory room and cultivating a sensory safe school. This grant project will build the capacity of the space, personnel, and Bruce Vento students to support emotional safety at the school. In addition to resourcing the sensory and calming rooms, grant activities include creating “sensory safe” calming spaces throughout the school that any student could use to take a break. We will also assemble sensory break kits with sensory tools and strategies that students can use if the sensory room is occupied. Additionally, ongoing education for staff on trauma responsiveness and resiliency will allow them to develop the use of these sensory spaces with students as a critical component of the work.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$26,000 to spend until June 30, 2026.
4. This project will support the strategic focus area of Positive School and District Culture.
5. This is a new grant-funded project.
6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Nicole Napierala, Principal of Bruce F. Vento Elementary School; Kirk Morris, Assistant Superintendent; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to accept funds from the Sauer Family Foundation and to implement the project as specified in the award documents.

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

DATE: June 10, 2025

TOPIC: Request for Permission to Submit to the Allina Health Charitable Contribution Grant Program

A. PERTINENT FACTS:

1. Allina Health accepts grant applications for projects that support student and staff mental health and wellness activities in Saint Paul Public Schools (SPPS) and the surrounding community.
2. SPPS is applying for funds to support various health and wellness initiatives across the school district. This includes the Office of School Support Annual Spring Professional Development Workshop, Safe Routes to School bike maintenance and repairs, Apple Crunch day in partnership with the Minnesota Timberwolves, the Naturethon program, hearing and vision impairment screeners, and protective athletic equipment.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$74,400 to spend until June 30, 2026.
4. This project will support the strategic focus area of Positive School and District Culture.
5. This is a continuing grant-funded project.
6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Rebecca Schmidt, Director of Health and Wellness; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to Allina Health; to accept funds; and to implement the project as specified in the award documents.

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

DATE: June 10, 2025

TOPIC: Request for Permission to Submit to the Minnesota Department of Children, Youth, and Families Early Childhood Facilities Grant Program

A. PERTINENT FACTS:

1. The Minnesota Department of Children, Youth, and Families (DCYF), through its Child Care Services Division, is seeking Proposals from qualified Responders under the Early Childhood Facilities Grant Program to construct or renovate facilities for early childhood programs. The term of any resulting contract is anticipated to be for approximately four years, from August 2025 until December 2029. Contracts may be extended up to a total of five (5) years.
2. SPPS is applying for grant funds to support facilities improvements in the district's early childhood hubs.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$900,000 to spend until December 31, 2029.
4. This project will support the strategic focus area of Program Evaluation and Resource Allocation.
5. This is a new grant-funded project.
6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; Lori Erickson, Pre-K Assistant Director of Teaching and Learning; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit a grant to the Minnesota Department of Children, Youth, and Families; to accept funds; and to implement the project as specified in the award documents.

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

DATE: June 10, 2025

TOPIC: Request for Permission to Submit to the Ramsey County School Waste Reduction and Recycling Grant Program

A. PERTINENT FACTS:

1. The purpose of the School Waste Reduction and Recycling Grant program is to provide technical assistance and resources to all Ramsey County public K-12 school districts, and charter schools with student enrollment of 250 and larger, for creating, implementing, and improving programs to increase waste reduction and recycling efforts. The technical assistance, grants, equipment, and supplies provided will be linked to implementation of best practices along the School Waste Reduction and Recycling Best Practices Continuum.
2. The SPPS Nutrition Services and Facilities teams will collaborate on this grant project to advance waste initiatives in the district. Grant funds will be used to purchase containers for a Best Management System for trash, recycling and organics collection at EOS, the Nutrition Center, and Nutrition Services warehouse. Additionally, this grant will be used to purchase, repair, and replace cafeteria waste sorting supplies and equipment.
3. Saint Paul Public Schools will serve as fiscal agent for the project. The grant is for approximately \$190,000 to spend until December 31, 2027.
4. This project will support the strategic focus area of Program Evaluation and Resource Allocation.
5. This is a new grant-funded project.
6. This item is submitted by Durowaa Agyeman-Mensah, Grants Assistant; John Elling, Environmental Services Manager; Stacy Koppen, Director of Nutrition Services; Charlotte Landreau, Director of the Innovation Office; Stacey Gray Akyea, Chief of Equity, Strategy & Innovation; and Jacqueline Turner, Chief of Administration & Operations.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to submit to the Ramsey County School Waste Reduction and Recycling grant program; to accept funds; and to implement the project as specified in the award documents.

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

DATE: June 10, 2025

TOPIC: Contract with Golden Grand Home Care LLC for 1:1 Nursing Services

A. PERTINENT FACTS:

1. Students with multiple or certain complex health issues may require 1:1 full time support and monitoring by a Registered Nurse (RN) or Licensed Practical Nurse (LPN) while at school to access Free Appropriate Public Education (FAPE).
2. This contract allows Golden Grand Home Care LLC to provide an RN or LPN to care for an identified student each day said student attends school. Nursing services will be provided subject to student availability of a qualified nurse. The services to be provided may include escorting student to and from school on the school bus and providing care to student during the school day.
3. The District agrees to compensate Golden Grand Home Care LLC at a rate of \$80.00/hour for RN services or \$70.00/hour for LPN services provided under this Agreement. The District will not compensate Golden Grand Home Care LLC for days the student does not attend school.
4. The agreement period is beginning on the date of signature and will remain in effect through the end of school year 2027-2028, to include summer programs.
5. The District may immediately terminate this Agreement at any time if the health, safety, and/or welfare of its students, staff, families, or community are at risk. Either party may terminate this Agreement, for any reason, upon thirty (30) days prior written notice.
6. This item is submitted by Rebecca Schmidt, Director, Health and Wellness, Heidi Nistler, Assistant Superintendent, Office of Specialized Services and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent to enter into a contract with Golden Grand Home Care LLC for 1:1 Nursing Services.

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

DATE: June 10, 2025

TOPIC: K-10 FASTBridge Reading Screener Renewal

A. PERTINENT FACTS:

1. The Minnesota Reading to Ensure Academic Development (READ) Act: State statute 120B.12 requires a district to administer a reading screener to students in grades K–3 three times a year, and also screen students in grades 4–12 who are not reading at grade level. FAST is one of two approved literacy screeners.
2. FAST™ has been our current reading and math screener since 2016, used for students in Kindergarten through 10th grade to provide online screening assessments, progress monitoring, and support for literacy interventions.
3. 26,675 students are currently rostered in FAST™ and have been screened.
4. The proposed agreement with FastBridge includes the following components:
 - The FastBridge earlyReading assessment for grades Kindergarten and First Grade is a reliable tool for identifying students at risk for reading difficulties, including dyslexia and other reading disabilities.
 - iPad-compatible assessments streamline testing, saving time for both teachers and students while improving the accuracy and consistency of the data collected.
 - The system captures all formative reading assessments, including both initial screening and ongoing progress monitoring.
 - It generates a variety of data reports that help build a comprehensive profile for each student, supporting instructional decisions and tracking progress at the student, classroom, grade, and district levels.
 - The data also supports differentiated small-group instruction, providing timely and relevant insights to guide targeted teaching strategies.
5. This will be funded through the READ Act Literacy Aid. The funds from the READ Act Literacy Aid must be used for activities that support the implementation of the READ Act, including the purchase of approved literacy screeners. The total cost of the contract will not exceed \$267,000.
6. This item is submitted by Susan Braithwaite, K-5 Elementary Assistant Director, Office of Teaching and Learning; Craig Anderson, Executive Director, Office of Teaching and Learning; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

The Board of Education authorizes the Superintendent to enter into a contract with Renaissance. The total cost for services will not exceed \$267,000.

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

DATE: June 10, 2025

TOPIC: Microsoft Subscription Services Renewal FY 26 – FY 28

A. PERTINENT FACTS:

1. Saint Paul Public Schools' Microsoft Agreement is up for renewal and the district continues to leverage Microsoft Office products for daily productivity. The renewed agreement allows the District to purchase Microsoft Licenses using TIPS contract # 220105. The agreement is for 3 years and renewable at the end of each term. The renewal agreement will include the following Microsoft Licenses:
 - a. Data Center Licenses (Hyper V, Virtualization of Servers)
 - b. SQL Database Licenses
 - c. Power Apps Licenses
 - d. Intune Licenses (Management platform for Windows devices)
 - e. Microsoft Office Licenses
2. The solution will be bought through our vendor, Heartland Business Systems, and the purchase will be made off of TIPS contract #220105.
3. The purchase is over \$175,000 and board approval is required.
4. This purchase has been reviewed by Executive Director of Technology, Mario McHenry.
5. Funding will be provided by the Technology Services budget.
6. This purchase meets the District Strategic Plan focus area of Program Evaluation and Resource Allocation.
7. This item is submitted by Mario McHenry, Executive Director of Technology Services; Jackie Turner, Executive Chief of Administration and Operations; Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATION:

That the Board of Education authorize administration to approve the proposal from Heartland Business Systems for the renewal of Microsoft Licenses in the amount not to exceed \$930,000 for the 2025-2026 through 2027-2028 school years.

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

DATE: June 10, 2025

TOPIC: Request to Sign the Concurrent Enrollment Contract with Saint Paul College

A. PERTINENT FACTS:

1. Request to Sign the Concurrent Enrollment Contract with Saint Paul College.
2. This agreement covers a variety of concurrent enrollment courses at the following schools: Como Park HS, Gateway, Harding, Highland Park HS, Johnson HS, LEAP, and Washington HSI. Concurrent coursework helps prepare students for college and career, and also saves students/families tuition dollars by allowing them to take college courses while in high school.
3. This has been a multi-year partnership; this will be an annual request.
4. Fees paid to Saint Paul College are at the rate of \$3000.00 per concurrent enrollment course per semester per mentoring relationship. The total cost for these sections for the 2025-26 School Year is \$48,000.00.
5. This partnership aligns with the SPPS long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Carita Green, Executive Director of the Office of College and Career Pathways and Student Supports; and Andrew Collins, Executive Chief of Schools & Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Contract between Saint Paul Public Schools and Saint Paul College for FY26.

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

DATE: June 10, 2025

TOPIC: Request to Sign the Contract with Achieve Twin Cities

A. PERTINENT FACTS:

1. The Office of College and Career Readiness seeks to continue our collaboration with Achieve Twin Cities for the operation of Career Pathway Centers. This contract is in its seventh year of a previously approved agreement.
2. SPPS is committed to increasing academic achievement for all students and to ensuring that every student who graduates from SPPS is college and career ready. Achieve Twin Cities will partner in this work by providing Career Pathway Center services that will:
 - a. support students and families through planning for post-secondary options, including completing applications, the financial aid process, and post-secondary testing
 - b. support college access partners to identify and serve prospective students
 - c. coordinate opportunities for students and families to connect with representatives, including but not limited to 2-year college, 4-year college/university, certificate, apprenticeship, employment, and military options.
 - d. promote and support students to visit post-secondary education/training opportunities
 - e. coordinate career and college exposure opportunities
3. This contract will expire on July 31, 2026. Total fees paid to Achieve Twin Cities by SPPS will not exceed \$330,000.
4. Career Pathway Centers will be available at the following six SPPS high schools: Central, Como Park, Harding, Highland Park, Humboldt, and Johnson.
5. This collaborative project will meet the District strategic goal of preparing all students for college, career and life.
6. This item is submitted by Carita Green, Executive Director of College and Career Pathways and School Supports; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the contract between Achieve Twin Cities and Saint Paul Public Schools for FY26.

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

DATE: June 10, 2025

TOPIC: Request to Sign the Contract with Junior Achievement North (JA North)

A. PERTINENT FACTS:

1. Request to Sign the 2025-26 contract with JA North. Junior Achievement's mission is to inspire and prepare young people to succeed in the global economy. JA gives young people a sense of purpose and belief in themselves, empowering them to envision a successful future.
2. This contract outlines the partnership between Saint Paul Public Schools and Junior Achievement North, pertaining to JA BizTown, JA Entrepreneurship Pathway, JA Job Shadow, the SPPS Education Pathway, and JA Finance Park programming.
3. This has been a multi-year partnership; this will be an annual request.
4. Fees paid to Junior Achievement will not exceed \$73,000.
5. This partnership aligns with the SPPS long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Carita Green, Executive Director of the Office of College and Career Pathways and Student Supports; and Andrew Collins, Executive Chief of Schools & Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the contract with JA North for the 2025-26 school year.

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

DATE: June 10, 2025

TOPIC: Request to Sign Contract with Saint Paul College for the Four Directions Program

A. PERTINENT FACTS:

1. Request to sign the contract with Saint Paul College for the Four Directions program. This agreement ends on June 30, 2027.
2. This initiative is designed to aid in the success of our American Indian communities in Minnesota by offering culturally responsive support to students and families from high school through college. Culturally responsive support may include any of the following: AISES and financial empowerment, Ojibwe curriculum, activities throughout the year, smudging and smudging education for the Saint Paul College campus, morning circle and orientation with families and elders.
3. There is no cost for this partnership. This partnership is a joint venture among SPPS, Saint Paul College, American Indian Family Center and the City of Saint Paul's Right Track Youth Employment Program.
4. This partnership aligns with the SPPS long-term outcome of preparing all graduates for college, career and life.
5. This item is submitted by Carita Green, Executive Director of the Office of College and Career Pathways and Student Supports; and Andrew Collins, Executive Chief of Schools & Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Contract between Saint Paul Public Schools and Saint Paul College for FY26.

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

DATE: June 10, 2025

TOPIC: ITB #A232955-RP
Prime Vendor Non-Food

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of non-food supplies for a two-year period with Trio.
2. The following companies were scored based on the proposal they submitted. The total score possible was 100 points.

Company	Points
Nextera	40
Sam Tell and Sons Inc.	81
Trio	99
Veritiv	91

3. The Nutrition Services Department requests authorization to establish a contract with Trio as a primary vendor for non-food supplies for a two-year period, beginning July 1, 2025 through June 30, 2027, for the estimated value of \$2,000,000 for two years. \$1,000,000 for School Year 25-26 and another \$1,000,000 for School Year 26-27.
4. This contract will be reviewed by Nevonian Rainwater, before any order is placed to ensure compliance with procurement statutory and policy requirements.
5. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
6. This project will provide students with non-food items to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief of Administration & Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the establishment of ITB #A232955-RP to Trio for the furnishing and delivery of non-food supplies for the period of July 1, 2025 through June 30, 2027, for an estimated value of \$2,000,000 for two years.

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

DATE: June 10, 2025

TOPIC: ITB#A224279-DW
Renewal Petite Bananas

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of Petite Bananas with Russ Davis Wholesale.
2. The original contract was approved for a two-year period, beginning July 1, 2022 through June 30, 2024 for the estimated value of \$245,000 per year. The Contract was renewed for a one-year period beginning July 1, 2024 through June 30, 2025.
3. The Nutrition Services Department requests authorization to renew the contract with Russ Davis Wholesale for a one-year period beginning July 1, 2025 through June 30, 2026 for the estimated value of \$245,000.
4. This contract will be reviewed by Nevonja Rainwater, before any order is placed to ensure compliance with procurement statutory and policy requirements.
5. Funding will be provided from the Nutrition Services budget 02-005-680-701-6490-0000.
6. This project will provide students with nutritious meals to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief of Administration & Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the renewal of ITB#A224279-DW to Russ Davis Wholesale, Inc. for furnishing and delivery of Petite Bananas for the period of July 1, 2025 through June 30, 2026, for an estimated value of \$245,000.

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

DATE: June 10, 2025

TOPIC: Construction Manager as Advisor Services for the Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award Construction Manager as Advisor services and pass through general conditions for the Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01).
2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1305-A) was issued early 2021 to review the qualifications of existing consultants and expand the slate of Board approved consultants. The selected consultants were approved by the Board on March 23, 2021. The District this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.
3. This contract provides all profession consultant Construction Manager as Advisor services and pass through general conditions for the Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01).
4. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	September 2025 (anticipated)
#4 – Contract Award	October 2025 (anticipated)
#5.1 – Project Close-Out	September 2026 (anticipated)
#5.2 - Final Project Summary	September 2027 (anticipated)

5. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$8,680,000-10,680,000	\$486,500	\$98,443	1%

6. The following vendor was selected: 51

	<u>Not-to-Exceed Fee</u>
Knutson Construction	\$663,049

7. A summary of current and anticipated funding is as follows:

Funding Source	Amount
Capital Bonds FY25-FY28	\$1,742,400
LTFM FY25-FY28	\$7,937,600

8. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
9. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of construction manager as advisor services and pass through general conditions to Knutson Construction for the not-to-exceed fee of \$663,049.

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

DATE: June 10, 2025

TOPIC: Maximum Hourly Rate Increases for Pre-Qualified Professional Consultant Construction Managers as Advisors

A. PERTINENT FACTS:

1. The District requires professional consultant construction manager as advisor services on an as needed basis for appropriate projects. Construction manager services would include assistance in studies, cost estimating, value engineering and construction management as advisor services for large scale capital improvements and deferred maintenance work.
2. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1305-A) was issued in early 2021 to establish a slate of Board approved consultants with a standard contract form. The selected consultants were approved by the Board on March 23, 2021. The District uses this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.
3. The Consultants are allowed to increase their maximum hourly rate every two years.
4. The new maximum hourly not-to-exceed rate will be locked in for the next year.
5. These rates only represent the maximum billing not-to-exceed rate for professional services. Each awarded amount is decided on a project-by-project basis, and consultant staff assigned are generally billed at a lower rate.

<u>Consultant</u>	<u>2021 Maximum Hourly Rate</u>	<u>2023 Maximum Hourly Rate</u>	<u>2025 Maximum Hourly Rate</u>
H+U Construction	\$180	\$198	\$217
Kraus-Anderson Construction Company	\$190	\$209	\$230
Knutson Construction	\$230	\$267	\$293.70
RJM Construction	\$179	\$196.90	\$216

6. This item meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Kathryn Wallace, Interim Director of Facilities; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the administration to adjust the terms of professional consulting services in accordance with the Request for Qualifications No. A21-1305-A to incorporate new maximum hourly billing rates per the above table.

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

DATE: June 10, 2025

TOPIC: Contract Amendment #6 for BTR Architects for the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval for additional services on the Cherokee Heights Elementary School Building Systems Replacements project. Additional services include the following:

- a. Additional design and engineering services to remove the shaft walls on either side of the existing 4th floor corridor to create a more open mechanical penthouse space allowing for greater flexibility into the future.

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter	August 22, 2023
#3 – Project Budget	November 19, 2024
#4 – Contract Award	February 18, 2025
#5.1 – Project Close-Out	August 2026 (anticipated)
#5.2 – Final Project Summary	August 2027 (anticipated)

3. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$20,488,000	\$10,689,327	\$1,232,069	6%

4. The contract would be changed as follows:

	<u>Amount</u>	<u>% Change</u>
Original contract sum	\$1,003,360	-
Previous Amendments approved to date	\$420,833	42%
The contract sum prior to this Amendment was	\$1,424,193	
Contract Amendment amount	\$10,000	1%
New contract sum including this Amendment	\$1,434,193	-

5. A summary of current and anticipated funding is as follows:

Funding Source	Amount
Capital Bonds FY24-28	\$6,556,060

LTFM FY24-28	\$13,931,940
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6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of Amendment #6 for BTR Architects in the amount of \$10,000 for the Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01).

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

DATE: June 10, 2025

TOPIC: Contract Amendment #5 for ATSR Planners, Architects, and Engineers for the Farnsworth Aerospace Upper HVAC Replacement (Project # 1030-23-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval for additional services on the Farnsworth Aerospace Upper HVAC Replacement project. Additional services include the following:

- a. Additional design services for added VAV box controllers, waterproofing above grade for below ground vault spaces, access at room 2102 and window film at link storefront to help manage solar heat gain.

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter	April 18, 2023
#3 – Project Budget	November 14, 2023
#4 – Contract Award	August 20, 2024
#5.1 – Project Close-Out	September 2026 (anticipated)
#5.2 – Final Project Summary	September 2027 (anticipated)

3. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$14,740,000	\$8,938,482	\$1,250,888	8.5%

4. The contract would be changed as follows:

	Amount	% Change
Original contract sum	\$449,375	-
Previous Amendments approved to date	\$135,440	30%
The contract sum prior to this Amendment was	\$584,815	
Contract Amendment amount	\$45,100	10%
New contract sum including this Amendment	\$629,915	-

5. A summary of current and anticipated funding is as follows:

Funding Source	Amount
LTFM FY23-27	\$12,193,969

Capital Bonds FY23-27	\$2,546,031
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6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of Amendment #5 for ATSR Planners, Architects, and Engineers in the amount of \$45,100 for the Farnsworth Aerospace Upper HVAC Replacement project (Project #1030-23-01).

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

DATE: June 10, 2025

TOPIC: Contract Amendment #2 for H+U Construction for the Wellstone Elementary Plumbing, Piping, and HVAC Replacement Project (Project # 4260-23-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval for additional services on the Wellstone Elementary Plumbing, Piping, and HVAC Replacement project. Additional services include the following:
 - a. Increase to general conditions to add Special Inspections as a sub-consultant during construction.
2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter	February 21, 2023
#3 – Project Budget	December 19, 2023
#4 – Contract Award	April 23, 2024
#5.1 – Project Close-Out	September 2026 (anticipated)
#5.2 – Final Project Summary	September 2027 (anticipated)

3. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$10,523,000	\$9,440,932	\$2,668,475	25%

4. The contract would be changed as follows:

	Amount	% Change
Original contract sum	\$640,237	-
Previous Amendments approved to date	\$82,000	13%
The contract sum prior to this Amendment was	\$722,237	
Contract Amendment amount	\$22,655	4%
New contract sum including this Amendment	\$744,892	

5. A summary of current and anticipated funding is as follows:

Funding Source	Amount
Capital Bonds FY23-FY26	\$1,052,300
LTFM FY23-FY26	\$9,470,700

6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Kathy Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of Amendment #2 for H+U Construction in the amount of \$22,655 for the Wellstone Elementary Plumbing, Piping, and HVAC Replacement Project (Project # 4260-23-01).

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

DATE: June 10, 2025

TOPIC: Rescission of Contract – WS 02A Selective Demolition, Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01)

A. PERTINENT FACTS:

1. At the February 18, 2025 regular Board of Education meeting, the board approved the contract award for selective demolition to National Demolition.
2. National Demolition is unable to meet certain terms of the agreement. Given project scheduling constraints, it is in the best interest of the District to rescind the award of contract to National Demolition and award to the next lowest bidder.
3. The new award is presented concurrently with this item.
4. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Office.

B. RECOMMENDATIONS:

That the Board of Education rescind contract award to National Demolition for WS 02A Selective Demolition for the Cherokee Heights Elementary School Building Systems Replacements project.

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

DATE: June 10, 2025

TOPIC: Design Services for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01)

A. PERTINENT FACTS:

1. This agenda item seeks approval to award design and construction administration services for The Heights Community School HVAC Replacement and Fire Suppression Project (Project # 1120-25-01).
2. The Board previously approved a contract with TKDA at the December 19, 2024 meeting. Due to increased scope and complexity, including bundling instructional AV and roofing in with prior project scope, the project has changed from a GC model to a Construction Manager as Advisor model. As a result, the District will issue a new contract to TKDA to increase the fee and align with the project model.
3. In alignment with Board and Procurement protocols, a Request for Qualifications (No. A21-1401-A) was issued Spring of 2021 to establish a slate of Board approved consultants with a standard contract form. The selected consultants were approved by the Board on June 22, 2021. The District will use this slate to issue targeted solicitations with Requests for Proposals (RFP) for specific projects. RFP responses are reviewed using consistent metrics and a consultant is selected for award of contract.
4. This contract provides design and construction administration services for The Heights Community School HVAC Replacement and Fire Suppression project.
5. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	September 2025 (anticipated)
#4 – Contract Award	August 2025 (anticipated)
#5.1 – Project Close-Out	September 2026 (anticipated)
#5.2 – Final Project Summary	September 2027 (anticipated)

6. A summary of the current project budget is as follows:

Rough Order of Magnitude Estimate	Current Obligations	Invoiced to Date	Percent Invoiced
\$8,680,000-10,680,000	\$486,500 62	\$98,443	1%

7. The following vendor was selected:

	<u>Not-to-Exceed Fee</u>
TKDA.....	\$519,000

8. A summary of current and anticipated funding is as follows:

Funding Source	Amount
Capital Bonds FY25-FY28	\$1,742,400
LTFM FY25-FY28	\$7,937,600

9. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
10. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize award of design and construction administration services to TKDA for the not-to-exceed fee of \$519,000.

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

DATE: June 10, 2025

TOPIC: ITB #A233732-RP
Prime Vendor Linen Services

A. PERTINENT FACTS:

1. The Saint Paul Public Schools' Nutrition Services Department has established a contract for furnishing and delivery of linen services for a one-year period with Cintas.
2. The following company was scored based on the proposal they submitted. The total score possible was 100 points.

Company	Points
Cintas	95

3. The Nutrition Services Department requests authorization to establish a contract with Cintas as a primary vendor for linen services for a one-year period, beginning July 1, 2025 through June 30, 2026, for the estimated value of \$150,000 with the option to renew for four additional one-year periods.
4. This contract will be reviewed by Nevonja Rainwater, before any order is placed to ensure compliance with procurement statutory and policy requirements.
5. Funding will be provided from the Nutrition Services budget 02-005-680-707-6401-0000.
6. This project will provide students with linen services to help the district meet its goal of ensuring high academic achievement for all students.
7. This item is submitted by Stacy Koppen, Nutrition Services Director, and Jackie Turner, Chief of Administration & Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the establishment of ITB #233732-RP to Cintas for the furnishing and delivery of linen services for the period of July 1, 2025 through June 30, 2026, for an estimated value of \$150,000.

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

DATE: June 10, 2025

TOPIC: Annual Renewal of Oracle ERP, Database, and Cloud Services Agreements with Vaske IT, and Vendor Related Products and Services.

A. PERTINENT FACTS:

1. The District currently uses Oracle Corporation's PeopleSoft application for its Enterprise Resource Planning system. These applications are utilized for the District's Finance and Human Resource operations, which includes payroll. Associated with these applications are other vendor related products and services for production support, technical support, System enhancements, and solutions engineering.
2. Vaske IT, acting agent for Oracle Corp., and all accompanying vendors have submitted contracts for annual renewal of their products and services. These contracts have been reviewed by Tom Sager, Executive Chief of Financial Services, and members of the Financial Services team.
3. Funding for the annual renewal of products and services is currently planned for and budgeted in the District's Enterprise Resource Planning budget. The total annual contract expense for FY26 is **\$1,630,981.88**. In comparison, prior year budgets were: FY25 \$2,156,480, FY24 \$2,193,589, and FY23 \$2,129,119.
4. This item meets the District's Strategic Plan Focus Area of Program Evaluation and Resource Allocation for the District's ERP system.
5. This item is submitted by Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATION:

That the Board of Education authorizes District administration to enter into product and service Renewal agreements, as presented, for a period of 12 months in the amount of \$1,630,981.88 for FY26, beginning July 1, 2025.

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

DATE: June 10, 2025

TOPIC: Request for Permission of Board of Education to Enter into a Renewal Agreement with Seesaw

A. PERTINENT FACTS:

1. This agreement provides access to the elementary content management system and digital instruction platform for our students in grades PreK - 5. Core features of a content management system include digital workflow and activity solutions, formative assessments, student/family communication, staff development and more.
2. Seesaw has been a core component of SPPS digital instruction platform for over 10 years. Staff and families have significant experience navigating and using the system.
3. This is a three year contract; first payment will be due July 1, 2025. The total cost will not exceed \$210,000 over the life of the contract.
4. Funding will be provided by Technology Services budgetary dollars.
5. This item is submitted by: Mario McHenry, Executive Director, Technology Services, Craig Anderson, Executive Director, Office of Teaching and Learning, Tom Sagar, Chief Financial Officer, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with **Seesaw** as the District's elementary digital workflow system for as long as Seesaw serves as the adopted digital workflow system for Saint Paul Public Schools.

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

DATE: June 10, 2025

TOPIC: Request for Permission of Board of Education to enter into a Renewal Agreement with Schoology

A. PERTINENT FACTS:

1. This agreement provides access to the comprehensive learning management system and digital instruction platform for our students in grades 5 - 12. Core features of a learning management system include formative and summative assessments, gradebooks, student/family communication, staff development and more.
2. Schoology has been a core component of SPPS digital instruction platform for over 10 years. Staff and families have significant experience navigating and using the system.
3. This is a three year contract; first payment will be due August 1, 2025. The total cost will not exceed \$390,000 over the life of the contract.
4. Funding will be provided by Technology Services budgetary dollars.
5. This item is submitted by: Mario McHenry, Executive Director, Technology Services, Craig Anderson, Executive Director, Office of Teaching and Learning, Tom Sagar, Chief Financial Officer, and Jackie Turner, Chief Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with **Schoology** as the District's learning management system for as long as Schoology serves as the adopted learning management system for Saint Paul Public Schools.

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

DATE: June 10, 2025

TOPIC: Cloud-Based Evaluation Recording System and Professional Development Monitoring Contract with PowerSchool

A. PERTINENT FACTS:

1. In April, 2020 the Teacher Development and Evaluation (TD&E) Oversight Committee solicited proposals from vendors to provide a cloud-based evaluation recording system and professional development monitoring that:
 - Enhances educator growth and development to impact student learning
 - Provides robust analytics
 - Is user-friendly and positively impacts workflow
 - Navigates multiple review cycles and records evaluation and professional development pathways and progress
 - Mitigates the inefficiencies and obstacles of current use of in-house Excel files
 - Allows data to be analyzed and incorporated across bargaining units in the future

A contract with PowerSchool was the unanimous recommendation of the team which included members from TD&E Oversight, Human Resources, the SPPS Relicensure Committee, and the Office of Teaching and Learning.

2. The District now wishes to continue this subscription service for 3 additional years and will be billed annually as outlined below.

Subscription Period	Software	Total
July 1, 2025 - June, 30, 2026	\$95,000.00	\$95,000.00
July 1, 2026 to June 30, 2027	\$97,850.00	\$97,850.00
July 1, 2027 to June 30, 2028	\$100,785.50	\$100,785.50
Total Contract: July 1, 2025 to June 30, 2028	\$293,635.50	\$293,635.50

3. This 3-year subscription renewal exceeds the \$175,000 procurement threshold and requires Board approval. The cost of the subscription renewal will be paid for out of the Human Resources general fund.
4. This project will meet the District strategic plan priority areas of Program Evaluation and Resource Allocation; Effective and Culturally Relevant Instruction; and Positive School and District Culture.

5. This item is submitted by: Dawn Ransom, Assistant Director of Educator Development, Human Resources and Patricia Pratt-Cook, Executive Chief of Human Resources.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (designee) to enter into a contract with PowerSchool for Cloud-Based Evaluation Recording System and Professional Development Monitoring.

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

DATE: June 10, 2025

TOPIC: Approval of an Employment Agreement With International Union of Painters & Allied Trades District Council 82 to Establish Terms and Conditions of Employment for 2025-2028

A. PERTINENT FACTS:

1. New Agreement is for the three-year period May 1, 2025 through April 30, 2028.
2. Contract changes are as follows:

Wage and benefit changes reflect prevailing wage for the industry. The first-year total increase is \$2.75 with an additional \$.50 on lead painter and \$1.00 on general lead painter; the second-year total increase is \$2.50 and third-year total increase is \$2.25.
3. The remaining language provisions of the previous contract remain essentially unchanged, except for necessary changes to dates.
4. The District has twelve employees in this bargaining unit.
5. The estimated total of all new costs (including wage adjustment, insurance, pension adjustments and non-taxable costs) for this agreement has been calculated as follows:
 - in the 2024-25 budget year (May 1, 2025-June 30, 2025): \$9,173
 - in the 2025-26 budget year (July 1, 2025-June 30, 2026): \$55,547
 - in the 2026-27 budget year (July 1, 2026-June 30, 2027): \$58,102
 - in the 2027-28 budget year (July 1, 2027-April 30, 2028): \$44,204
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Patricia Pratt-Cook, Chief of Human Resources and Talent Management; Daniel Wells, Assistant Director of Employee and Labor Relations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Agreement concerning the terms and conditions of employment of those employees in this school district for whom International Union of Painters & Allied Trades District Council 82, is the exclusive representative; duration of said Agreement is for the period of May 1, 2025 through April 30, 2028.

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

DATE: June 10, 2025

TOPIC: Approval of Memorandum of Agreement with Laborers Local 563, to Establish Terms and Conditions of Employment for 2025-2026

A. PERTINENT FACTS:

1. The Memorandum of Agreement is for a one-year period, May 1, 2025, through April 30, 2026.
2. The language provisions of the previous contract remain unchanged, except for necessary changes to Appendix A (Salary) and Appendix B (Benefits). This wage reopener reflects the prevailing wage for the industry. The total increase of \$2.49 is to be allocated to hourly wage and fringe benefits for Plaster Tenders, Journeyman and Foreman Laborers. The total increase of \$2.50 is to be allocated to hourly wage and fringe benefits for the Landscape Laborers.
3. The District has 18 employees in this bargaining unit.
4. Wage and benefits changes reflect prevailing wage.
5. The estimated total of all new costs (including wage adjustment, insurance and pension adjustments) for this agreement has been calculated as follows:
 - in the 2024-2025 budget year (May 1, 2025 – June 30, 2025): \$14,633
 - in the 2025-2026 budget year (July 1, 2025 – April 30, 2026): \$87,722
6. This item will meet the District's target area goal of alignment.
7. This request is submitted by Patricia Pratt-Cook, Chief of Human Resources and Talent Management; Daniel Wells, Assistant Director of Employee and Labor Relations.

B. RECOMMENDATION:

That the Board of Education of Independent School District No. 625 approve and adopt the Memorandum of Agreement concerning the terms and conditions of employment of those employees in this school district for whom the Laborer's Local 563 is the exclusive representative; duration of said agreement is for the period of May 1, 2025 through April 30, 2026.

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

DATE: June 10, 2025

TOPIC: Request to Sign the Concurrent Enrollment Joint Powers Agreement with Century College

A. PERTINENT FACTS:

1. Request to Sign the Concurrent Enrollment Joint Powers Agreement with Century College.
2. This agreement covers the yearlong Environmental Science Concurrent Enrollment course (4 credits) at Humboldt High School and the Spring 2026 semester Careers in Criminal Justice course (2 credits) at Harding High School. Concurrent coursework helps prepare students for college and career, and also saves students/families tuition dollars by allowing them to take college courses while in high school.
3. This has been a multi-year partnership; this will be an annual request.
4. Fees paid to Century College are at the rate of \$3000.00 per concurrent enrollment course per semester per mentoring relationship. The total cost for these sections for the 2025-26 School Year is \$6,000.00.
5. This partnership aligns with the SPPS long-term outcome of preparing all graduates for college, career and life.
6. This item is submitted by Carita Green, Executive Director of the Office of College and Career Pathways and Student Supports; and Andrew Collins, Executive Chief of Schools & Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to sign the Concurrent Enrollment Joint Powers Agreement between Saint Paul Public Schools and Century College for FY26.

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

DATE: June 10, 2025

TOPIC: Request for Approval to Create a Cooperative Sponsorship between St. Paul Highland and St Paul Central, Johnson, Como Park, Open World Learning, Harding, Humboldt, Washington High Schools for Boys' Hockey

A. PERTINENT FACTS:

1. St. Paul Highland and St Paul Central, Johnson, Como Park, Open World Learning, Harding, Humboldt, Washington High Schools are pursuing a cooperative sponsorship in Boys' Hockey. The St. Paul City conference participation numbers have seen a significant decline since the pandemic and continues to trend down for St Paul Highland, Central, Johnson, Como Park, Open World Learning, Harding, Humboldt, Washington High Schools. This Cooperative agreement will provide access for these High School student athletes to participate in Boys' Hockey. Also, by creating a Cooperative we will have enough student athletes for a full varsity and generate interest for a junior varsity team.
2. This Cooperative Sponsorship Agreement will meet the district goals for student athlete participation including provide a positive, safe and equitable experience for student athletes.
3. This Cooperative Sponsorship Agreement will be reviewed and evaluated in 2 years.
4. The cost will be divided appropriately.
5. This project will meet the district strategic plan focus area of positive school and district culture.
6. This item is submitted by Patrick Auran, Athletic Director-Highland Park High School; Alicia Ekegren, Athletic Director-Central High School; Donald Bross, Athletic Director, Johnson High School; Koua Yang, Athletic Director, Como Park High School; Matthew Osborne, Athletic Director, Open World Learning and Humboldt Secondary School; Otto Kraus, Athletic Director, Harding Senior High; Jesse McCann, Athletic Director, Washington Tech High School; and Andrew Collins, Executive Chief, Division of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the Cooperative Sponsorship for Boys' Hockey with St. Paul Highland and St Paul Central, Johnson, Como Park, Open World Learning, Harding, Humboldt, Washington High Schools.

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

DATE: June 10, 2025

TOPIC: Request for Approval to Create a Cooperative Sponsorship between St. Paul Highland Senior High and St Paul Central High School for Girls Gymnastics

A. PERTINENT FACTS:

1. St. Paul Highland Senior High and St Paul Central High Schools are pursuing a cooperative sponsorship in Girls' Gymnastics. The St. Paul City conference participation numbers have seen a significant decline since the pandemic and continues to trend down for St Paul these Highland Senior High, Central High School. This Cooperative agreement will provide access for High School student athletes to participate in Girl's Gymnastics. Also, by creating a varsity Cooperative we will have enough student athletes for a full varsity and generate interest for a junior team.
2. This Cooperative Sponsorship Agreement will meet the district goals for student athlete participation including provide a positive, safe and equitable experience for student athletes.
3. This Cooperative Sponsorship Agreement will be reviewed and evaluated in 2 years.
4. The cost will be divided appropriately.
5. This project will meet the district strategic plan focus area of positive school and district culture.
6. This item is submitted by Patrick Auran, Athletic Director-Highland Park High School; Alicia Ekegren, Athletic Director-Central High School and Andrew Collins, Executive Chief, Division of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the Cooperative Sponsorship for Girls' Gymnastics with St. Paul Highland Senior High and St Paul Central High Schools.

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

DATE: June 10, 2025

TOPIC: Request to Enter a Community Action Partnership Head Start and St. Paul Public Schools Memorandum of Understanding.

A. PERTINENT FACTS:

1. Community Action Partnership Head Start and the St. Paul Public Schools will continue a mixed delivery partnership that supports Pre-K expansion (60 seats) at the following sites: Bruce Vento, Eastern Heights and Highwood Hills.
2. Community Action Partnership Head Start and the St. Paul Public Schools have a long history of partnership. The Memorandum of Understanding will facilitate ongoing partnership.
3. The Memorandum of Understanding will be in effect for one year.
4. This project will meet the District strategic plan long term outcome of improving kindergarten readiness.
5. This item is submitted by Dr. Lori Erickson, PreK Program Teaching and Learning; Craig Anderson, Executive Director, Teaching and Learning; Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to enter into this partnership of Community Action Partnership Head Start and St Paul Public Schools.

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

DATE: June 10, 2025

TOPIC: St. Mary of the Wood Music Therapy Professional Agreement

A. PERTINENT FACTS:

1. Request to sign the School Social Work Internship agreement with the St. Mary of the Woods Liberal Arts College.
2. SPPS has one of the most extensive music therapy programs in Minnesota. SPPS strives to continue to hire school music therapists to work with our diverse student population. Formal partnerships with music therapy programs that share our commitment to equity are essential to this process.
3. We hope to extend this partnership into the future, This partnership will be reviewed annually in collaboration with St. Mary of the Woods faculty.
4. There is no cost to SPPS for this partnership.
5. This project will meet the District strategic plan focus area of Positive School and District Culture.
6. This item is submitted by Stephanie Hubbard, Music Therapist; Heidi Nistler, Assistant Superintendent of Specialized Services; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve this partnership with St. Mary of the Woods for student internship experiences for music therapy.

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

DATE: June 10, 2025

TOPIC: Lease Agreement with Community Action Partnership of Ramsey & Washington County - Head Start at Bruce Vento

A. PERTINENT FACTS:

1. Community Action Partnership of Ramsey & Washington County - Head Start and Saint Paul Public Schools desire to enter into a lease agreement at Bruce Vento, located at 409 Case Avenue East.
2. The administration is agreeable to lease space to Head Start.
3. Terms and conditions of the Lease Agreement include the following:
 - a. The lease term will be twelve (12) months commencing August 1, 2025 and terminating July 31, 2026, with a two (2) one (1) year extension options.
 - b. The District will lease approximately Two Thousand Four Hundred Thirty-Eight (2,438) square feet of dedicated space at 409 Case Avenue East to Head Start.
 - c. Rent for this term shall be Two Thousand Six Hundred Sixty-Seven and 98/100 Dollars (\$2,667.98) monthly. Revenue will be applied to permit expenses.
4. This lease agreement meets the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
5. This item is submitted by Kathryn Wallace, Interim Director of Facilities, and Jackie Turner, Executive Chief of Administration and Operations.

B. RECOMMENDATIONS:

That the Board of Education authorize the execution of the Lease Agreement between the District and Head Start at Bruce Vento, located at 409 Case Avenue East.

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

DATE: June 10, 2025

TOPIC: Monthly Operating Authority

A. PERTINENT FACTS:

1. The Board of Education must authorize and approve all expenditures of the District.
2. The Board of Education must ratify any changes in collateral that have been previously approved by the Assistant Treasurer.
3. This item meets the District target area of goals alignment and sustainability.
4. This item is submitted by Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATIONS:

1. That the Board of Education approve and ratify the following checks and electronic transfers for the period April 1, 2025- April 30, 2025

(a) General Account	#784652-785653	\$73,437,703.35
	#0011370-0011388	
	#7005502-7005524	
	#0012498-0012733	
(b) Construction Payments	- 0 -	\$12,934,040.37
(c) Debt Service	- 0 -	<u>\$14,025.00</u>
		\$86,385,768.72

Included in the above disbursements are two payrolls in the amount of \$49,390,670.97 and overtime of \$217,664.41 or 0.44% of payroll.

(d) Collateral Changes

Released:

None

Additions:

None

2. That the Board of Education further authorize payment of properly certified cash disbursements including payrolls, overtime schedules, compensation claims, and claims under the Worker's Compensation Law falling within the period ending October 31, 2025

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

DATE: June 10, 2025

TOPIC: Recommendations for Exclusion of Students Non-Compliant with Minnesota Statute 121A.15 Health Standards: Immunizations

A. PERTINENT FACTS:

1. Minnesota immunization law (M.S. 121A. 15 Health Standards for Immunizations) requires that in order for a child to enroll in child care, early education programs, or school a parent must show they have received immunizations or an exemption.
2. Immunizations help protect children against disease or reduce the impact from that disease.
3. There are students in the District who are not in compliance with M.S. 121A.15 Health Standards for Immunizations. Noncompliant lists are reviewed and updated regularly.
4. Parents/guardians with a noncompliant student have been informed of required missing immunizations. They are provided information about immunization law, immunization resources and have been informed about medical or conscientious exemption options. Contacts are made via mail, phone and email and in home languages. Parents/guardians have had a minimum of 30 days to comply with the law after they are informed that their child is non-compliant.
5. Once in compliance (required immunization received or proof of meeting exemption requirement is provided) then students are allowed to return to school and programming.
6. This project will meet the District target area goals by ensuring high academic achievement for all students.
7. Requested by Rebecca Schmidt, Director of Health and Wellness; Heidi Nistler, Assistant Superintendent of Specialized Services; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education exclude noncompliant student(s) from school(s) effective June 10, 2025 should they not comply with Minnesota State Health Standards for Immunizations on or before this date.

HUMAN RESOURCE TRANSACTIONS
May 1, 2025 to May 31, 2025
June 10, 2025

NEW APPOINTMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Barter, A.	Principal	07/01/2025	\$67.08	L Etoile du Nord French Immrsn
Schlittenhart, S.	Classroom Teacher	08/09/2025	\$46.05	Barack & Michelle Obama Middle
Strasser, G.	Classroom Teacher	08/09/2025	\$32.61	Barack & Michelle Obama Middle
Wareham, B.	Classroom Teacher	08/09/2025	\$58.22	Barack & Michelle Obama Middle
Welter, J.	Classroom Teacher	08/09/2025	\$62.75	Barack & Michelle Obama Middle
Hocker, W.	Classroom Teacher	08/09/2025	\$51.41	Colborne Admin Offices
Kuznia, B.	Classroom Teacher	08/09/2025	\$42.14	Colborne Admin Offices
Yang, S.	Classroom Teacher	08/09/2025	\$53.29	Colborne Admin Offices

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Bolopue, L.	Principal Career Progression	07/01/2025	\$68.75	Nokomis Montessori North
Thao-Yang, T.	Principal Career Progression	07/01/2025	\$77.62	Txuj Ci HMong UPR
Lee, A.	Central Administrator From: Classroom Teacher	06/21/2025	\$63.65	Colborne Admin Offices
Dah, T.	Education Assistant Career Progression	04/19/2025	\$27.16	Murray Middle
Lay, H.	Education Assistant Career Progression	04/19/2025	\$29.02	Washington Tech Middle
Paw, N.	Education Assistant Career Progression	04/12/2025	\$25.04	Crossroads Montessori
Nygren, E.	Clerical Career Progression	04/05/2025	\$36.49	Colborne Admin Offices
Doar, K.	Custodian Career Progression	04/26/2025	\$31.00	American Indian Magnet
Gerard, M.	Custodian Career Progression	04/26/2025	\$30.24	Rondo Education Center
Darsow, J.	SPSO Career Progression	07/01/2024	\$48.21	Como Service Center
Gilbert, K.	Professional Employee From: Supervisory	05/03/2025	\$65.16	Colborne Admin Offices
Payton, C.	Professional Employee From: Central Administrator	05/10/2025	\$40.21	Como Service Center

HUMAN RESOURCE TRANSACTIONS

May 1, 2025 to May 31, 2025

June 10, 2025

PROMOTION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Stanzel, R.	School / Community Professional From: Professional Employee	05/03/2025	\$47.08	Colborne Admin Offices
Johnson, L.	Supervisory From: Clerical	05/03/2025	\$48.87	Colborne Admin Offices

LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Birkholz, E.	Classroom Teacher	05/14/2025	St. Paul Music Academy
Cassery, K.	Classroom Teacher	05/09/2025	Washington Tech High
Davila-Schrandt, C.	Classroom Teacher	05/24/2025	Highland Park Middle
Ellestad, S.	Classroom Teacher	05/23/2025	Battle Creek Middle
Kastner, L.	Classroom Teacher	05/22/2025	271 Belvidere Bldg
Leiva, T.	Classroom Teacher	05/08/2025	Adams Spanish Immrsn Magnet
Pierce, A.	Classroom Teacher	05/05/2025	Wellstone Elem
Rignell, A.	Classroom Teacher	05/10/2025	Creative Arts Secondary
Rodriguez Perez, M.	Classroom Teacher	05/05/2025	Riverview Dual Immrsn
Tetrick, I.	Classroom Teacher	05/02/2025	Bruce F Vento Elem
Tran, H.	Classroom Teacher	05/08/2025	Como Park Senior High
Tessman, S.	Classroom Teacher	05/09/2025	St. Paul Music Academy
Davis, A.	Classroom Teacher	05/05/2025	Benjamin Mays/Museum
Cecere, N.	Classroom Teacher	04/25/2025	Hidden River Middle
Meyers, K.	Classroom Teacher	05/08/2025	Bridge View
Wallo, L.	Classroom Teacher	04/18/2025	Nokomis Montessori South
Jackson, T.	Education Assistant	05/21/2025	Federal Program Offices
Bramlett, E.	Teaching Assistant	05/01/2025	Farnsworth Aerospace UPR
Olson, R.	Teaching Assistant	04/08/2025	Global Arts Plus UPR
Gonzalez Rivera, S.	Nutrition Services	04/30/2025	Txuj Ci HMong LWR
Enright, A.	Professional Employee	04/14/2025	Como Service Center

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Gamez, L.	Principal	07/01/2025	\$74.29	Global Arts Plus UPR

HUMAN RESOURCE TRANSACTIONS

May 1, 2025 to May 31, 2025

June 10, 2025

REHIRE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Butterbaugh, L.	Classroom Teacher	08/01/2025	\$48.44	271 Belvidere Bldg
Schmelzer, M.	Classroom Teacher	08/09/2025	\$59.08	Nokomis Montessori North

REINSTATEMENT FROM LEAVE OF ABSENCE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Andre, A.	Classroom Teacher	05/12/2025	Global Arts Plus LWR
Drummond, D.	Classroom Teacher	04/30/2025	Four Seasons A+
Glaspie, J.	Classroom Teacher	05/16/2025	Agape High (ALC)
Hardman, B.	Classroom Teacher	05/01/2025	Four Seasons A+
Wright, E.	Classroom Teacher	05/01/2025	Global Arts Plus LWR
Allen, K.	Classroom Teacher	05/13/2025	Global Arts Plus UPR
Moore, D.	School / Community Professional	05/05/2025	Benjamin Mays/Museum
Jackson, T.	Education Assistant	05/22/2025	Federal Program Offices
Kindo, E.	Education Assistant	05/12/2025	Groveland Park Elem
Leon de Bettino, K.	Education Assistant	05/05/2025	Open World Learning Community
Armendariz, Y.	Teaching Assistant	05/28/2025	Washington Tech Middle
Bornholdt, K.	Teaching Assistant	05/12/2025	Murray Middle
Daniels, W.	Teaching Assistant	05/19/2025	Daytons Bluff Achievement Plus
Jackson, J.	Teaching Assistant	05/08/2025	Como Park Elem
Olson, R.	Teaching Assistant	05/12/2025	Global Arts Plus UPR
Rauer, R.	Teaching Assistant	05/01/2025	Eastern Heights Elem
Wilson, C.	Teaching Assistant	05/14/2025	Maxfield Elem
Young-Acon, N.	Teaching Assistant	05/07/2025	Maxfield Elem
Sullivan, R.	Clerical	05/05/2025	American Indian Magnet
Enright, A.	Professional Employee	05/13/2025	Como Service Center

RECISION OF RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Olson, R.	Teaching Assistant	04/08/2025	\$26.73	Global Arts Plus UPR

REHIRE AFTER TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Krueger, R.	Custodian	04/15/2025	\$21.72	Wellstone Elem

HUMAN RESOURCE TRANSACTIONS

May 1, 2025 to May 31, 2025

June 10, 2025

VOLUNTARY REDUCTION IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Sullivan, R.	Clerical	05/05/2025	\$23.87	American Indian Magnet

CHANGE IN TITLE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Pay Rate</u>	<u>Location</u>
Dandridge, L.	Central Administrator From: Classroom Teacher	07/01/2025	\$57.60	Colborne Admin Offices
Vang, G.	Classroom Teacher From: Central Administrator	07/01/2025	\$60.19	Txuj Ci HMong UPR

RETIREMENT

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Cain, J.	Classroom Teacher	06/14/2025	St. Paul Music Academy
Green, M.	Classroom Teacher	06/01/2025	JJ Hill Montessori Magnet
Rasmussen, A.	Classroom Teacher	11/08/2025	Txuj Ci HMong LWR
Rddad, M.	Classroom Teacher	06/14/2025	L Etoile du Nord French Immrsn
Burtness, G.	Education Assistant	08/21/2025	Focus Beyond (18-Adult)
Bickharry, C.	Teaching Assistant	09/03/2025	Bridge View
Spellman, C.	Bus Driver	08/09/2025	Transportation Services
Larson, D.	Custodian	09/03/2025	Hazel Park Preparatory Academy
Youngdale, D.	Custodian	08/30/2025	Johnson Senior High
Dear, L.	Nutrition Services	07/29/2025	Highwood Hills Elem
Denkinger, S.	Nutrition Services	10/01/2025	Como Park Senior High

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Ahmed, F.	Classroom Teacher	06/14/2025	Creative Arts Secondary
Bean, W.	Classroom Teacher	06/14/2025	East African
Chiabotti, D.	Classroom Teacher	06/14/2025	Humboldt Secondary
Deak, J.	Classroom Teacher	06/14/2025	Highwood Hills
Doy, M.	Classroom Teacher	06/14/2025	Washington Technology Magnet
Egge, K.	Classroom Teacher	06/14/2025	Battle Creek Middle
Englert, D.	Classroom Teacher	06/14/2025	Johnson Senior High
Hail, K.	Classroom Teacher	06/14/2025	St. Paul Music Academy
James, W.	Classroom Teacher	06/14/2025	Bridgeview
LeBeau, N.	Classroom Teacher	06/14/2025	Four Seasons A+

HUMAN RESOURCE TRANSACTIONS
May 1, 2025 to May 31, 2025
June 10, 2025

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Murray, A.	Classroom Teacher	06/14/2025	Four Seasons A+
Nason, N.	Classroom Teacher	06/14/2025	E-STEM
Niver, L.	Classroom Teacher	06/14/2025	Cherokee Heights
Sandberg, D.	Classroom Teacher	06/14/2025	Early Learning Hub
Solberg Salas, B.	Classroom Teacher	06/14/2025	Washington Tech Middle
Stevens, J.	Classroom Teacher	06/14/2025	Virtual Learning 9-11
Thompson, J.	Classroom Teacher	06/14/2025	Early Childhood Family Education
Andrighetti, B.	Classroom Teacher	06/14/2025	E-STEM Middle
Bakken, S.	Classroom Teacher	06/14/2025	Benjamin Mays/Museum
Nisley, S.	Classroom Teacher	06/14/2025	Battle Creek Elem
Peck, I.	Classroom Teacher	06/14/2025	Cherokee Hts Community
Pfab, T.	Classroom Teacher	06/21/2025	Adams Spanish Immrsn Magnet
Price, K.	Classroom Teacher	06/14/2025	Txuj Ci HMong UPR
Richards, M.	Classroom Teacher	06/14/2025	Farnsworth Aerospace UPR
Taracido, C.	Classroom Teacher	06/14/2025	Hamline Elem
Hussein, I.	Classroom Teacher	06/14/2025	East African Elem Magnet
Boreen, A.	Classroom Teacher	06/14/2025	Early Learning Hub
Musachio, E.	Classroom Teacher	05/16/2025	Global Arts Plus LWR
Johnson, A.	Classroom Teacher	06/14/2025	Eastern Heights Elem
Rock, A.	Classroom Teacher	06/14/2025	Focus Beyond (18-Adult)
Glaser, J.	Teacher on Special Assignment	07/01/2025	Como Service Center
Al Bataineh, A.	School / Community Professional	04/23/2025	Como Service Center
Farley, D.	School / Community Professional	05/24/2025	Washington Tech Middle
Brooks, C.	Education Assistant	06/14/2025	Early Learning Hub
Infante, A.	Education Assistant	05/30/2025	Highland Park Middle
Santiago Sereno, N.	Education Assistant	05/15/2025	1780 West 7th St

HUMAN RESOURCE TRANSACTIONS

May 1, 2025 to May 31, 2025

June 10, 2025

RESIGNATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>	<u>Location</u>
Bond, C.	Teaching Assistant	06/14/2025	Journeys Secondary
Downwind, M.	Teaching Assistant	06/14/2025	American Indian Magnet
Erickson, E.	Teaching Assistant	05/06/2025	Central Senior High
Ghebrehiwet, E.	Teaching Assistant	06/14/2025	Battle Creek Elem
Gural, S.	Teaching Assistant	06/14/2025	St Anthony Park Elem
Malacoda-McIlrath, S.	Teaching Assistant	06/11/2025	Nokomis Montessori South
Nelson, L.	Teaching Assistant	06/11/2025	Global Arts Plus LWR
Nicome, N.	Teaching Assistant	06/11/2025	Farnsworth Aerospace UPR
Palmquist, I.	Teaching Assistant	04/25/2025	Hidden River Middle
Pfiffner, L.	Teaching Assistant	06/11/2025	Nokomis Montessori South
Ruprecht, J.	Teaching Assistant	06/11/2025	Nokomis Montessori South
Schuyler, M.	Teaching Assistant	06/11/2025	Riverview Dual Immrsn
Tallapaka, S.	Teaching Assistant	06/11/2025	Farnsworth Aerospace UPR
Tran, K.	Teaching Assistant	06/11/2025	Harding Senior High
Rojas Fernandez, V.	Clerical	05/31/2025	Humboldt Secondary
Sanders, S.	Custodian	05/31/2025	Global Arts Plus LWR
Todd, A.	Custodian	04/19/2025	Humboldt Secondary
Zanosko, T.	Custodian	05/28/2025	Battle Creek Elem
Eggers, B.	Electrician	05/10/2025	Como Service Center
Smith, N.	Electrician	05/17/2025	Como Service Center
Jean, Y.	Nutrition Services	06/10/2025	Daytons Bluff Achievement Plus

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
S., A.	Central Administrator	07/01/2025
S., J.	School / Community Professional	05/02/2025
W., M.	Education Assistant	04/26/2025
C., J.	Teaching Assistant	04/24/2025
D., M.	Teaching Assistant	05/15/2025

HUMAN RESOURCE TRANSACTIONS
May 1, 2025 to May 31, 2025
June 10, 2025

TERMINATION

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
G., C.	Teaching Assistant	05/15/2025
H., E.	Teaching Assistant	05/21/2025
N., S.	Bus Driver	05/17/2025
X., Z.	Clerical	07/01/2025
H., D.	Custodian	04/19/2025
J., R.	Nutrition Services	04/26/2025
S., K.	Nutrition Services	05/31/2025

DISCHARGE

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
M., B.	Bus Driver	05/02/2025

LAYOFF

<u>Name</u>	<u>Job Category</u>	<u>Eff Date</u>
H., M.	Clerical	07/01/2025
N., A.	Clerical	07/01/2025
S., L.	Clerical	07/01/2025
C., B.	Supervisory	07/01/2025

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

DATE: June 10, 2025

TOPIC: 2025-26 Rights and Responsibilities Handbook

A. PERTINENT FACTS:

1. This recommendation reflects updates to the Rights and Responsibilities Handbook.
2. Updated changes to the handbook include:
 - An Introduction letter from Dr. Stanley
 - Updated language under Shared Responsibilities to encourage consistent language of build, maintain, and restore
 - Addition of new Cellular Phone and Personal Electronic Devices Policy and procedures for response
 - Under Standards of Student Behavior, language changed from “disciplinary response” to “administrative action”
 - Provided additional examples of Interventions and Administrative Actions, including responses rooted in Restorative Practices
 - Addition of policy 509 under Students with Disabilities/Section 504 Students
 - New definitions for the recently implemented CARE process
3. This item is submitted by Kathy Lombardi Kimani, Director, Office of School Support; Carita Green, Executive Director, College and Career Pathways and School Supports; and Andrew Collins, Executive Chief of Schools and Learning.

B. RECOMMENDATION:

That the Board of Education authorize the Superintendent (designee) to approve the updated 2025-26 Rights and Responsibilities Handbook.



Saint Paul
PUBLIC SCHOOLS

Rights & Responsibilities Handbook 2025-26

For Students, Parents, Guardians and Staff

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Stacie Stanley

Foreword

This Handbook is a guide to student behavior. The Saint Paul Public Schools (SPPS) Board of Education creates and adopts policies to guide the actions of everyone in the district. The Superintendent develops procedures to show how



2. During any school-sponsored or school-sanctioned program, activity, event or trip.



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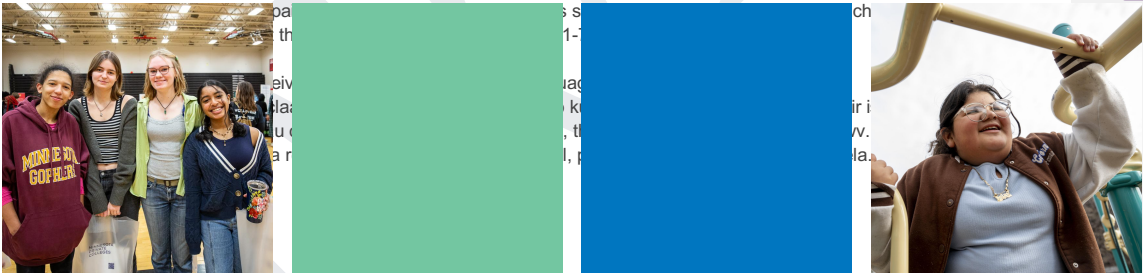


Table of Contents

Shared Responsibilities 4

Positive School Culture 5

Student Rights and Responsibilities 7

Standards of Student Behavior 13

Levels of Behavior Violations 14

Behavior Violations and Level Responses 18

Discipline Processes 27

Discipline Processes: Students with Disabilities 30

Guidelines for Bus Safety in Saint Paul Public Schools 32

Guidelines for Lost / Stolen / Damaged iPads and Accessories 35

iPad Handbook Overview 35

Glossary of Terms 37

Appendix I - Board of Education Policies 48

Appendix II – Minnesota Pupil Fair Dismissal Act 60

Resources and Assistance 68

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing 69

Dear Saint Paul Public Schools Families,


On behalf of the Board of Education, thank you for choosing Saint Paul Public Schools (SPPS). We are excited to welcome our students back for the 2025-26 school year. All of us remain committed to providing your child a safe and welcoming environment for the best possible learning experience. We are grateful for the trust you have in us and will work to earn and keep that trust every day.

Please talk with your student about this important document. There are rights students are guaranteed when they are at school as well as responsibilities that accompany those rights. Both are summarized in this handbook. In addition, this document outlines the work SPPS is doing to build a positive school and district culture and hold students accountable for behavior that is not appropriate.

Please know that every one of us strives to create welcoming schools where each and every student is seen, supported and valued.

I wish you and your family a great year in Saint Paul Public Schools.

In partnership,


Dr. [Stacie Stanley](#),
Superintendent

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Shared Responsibilities

Increasing Respect, Responsibility and Safety

Saint Paul Public Schools (SPPS) strives to create a safe and welcoming place for all students. All of us help create this positive and respectful learning environment. While each school's approach may differ in details, the table below offers a summary of the responsibilities we share to create a positive school and district culture:

	Students	Parents/Guardians	All SPPS Staff
Beliefs	Believe that you have the capacity to be your best self, achieve your dreams and change the world.	Believe your child has the capacity to be their best self, achieve their dreams and change the world.	Believe staff have the capacity to support students in being their best selves, achieving their dreams and changing the world.
Positive Relationships	Build, maintain and restore positive relationships with all staff. Consider an adult in the building you feel comfortable going to with questions and concerns.	Build, maintain and restore positive relationship with staff at the school.	Build, maintain and restore positive relationships with all students and their families.
Respect	Respect yourself, the learning environment, other students, their parents/guardians, families and all staff.	Respect and support the learning environment and emphasize the importance of being respectful in school.	Develop a learning community and a respectful environment that supports social-emotional and academic success.
Support	Ask for and accept help when you need assistance.	Ask for help when you need assistance. Advocate for your child through regular communication with school staff.	Regularly communicate with students and families. Support them when they ask for assistance.
Attendance	Attend class every day on time, ready to learn and give your best effort.	Make sure your child arrives at school every day on time and prepared to learn.	Create a welcoming environment. Have high expectations for all students.
Expectations and Procedures	Learn and follow school expectations and procedures.	Learn and talk with your child about the expectations and procedures at their school.	Teach, model and reinforce school expectations and procedures. Follow the school-wide discipline plan.
Technology Use	Use technology and equipment in a responsible way.	Review the technology agreement with your child.	Tailor instruction for student voice and choice within a technology rich learning environment. Teach and review appropriate use of technology.
Learn	Personalize your learning by bringing your creativity to your assignments.	Encourage your child's passion to learn and grow toward their own goals for college and career.	Provide personalized, engaging and academically appropriate instruction, including culturally responsive teaching that represents and invites students' identities.
Safety	Conduct yourself in a manner to ensure your safety and the safety of others.	Contact your child's school if you observe or are aware of	Create and monitor safe conditions in the school environment. Actively supervise all student areas.

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potentially unsafe activities or conditions.

Positive School Culture

Saint Paul Public Schools recognizes the importance of positive school culture and providing quality supports to students and staff across the district. In addition to administrators, teachers, [intervention specialists](#) and [many](#) other school staff [members](#), [teams of specialized support personnel such as](#) school social workers, counselors, psychologists, and nurses provide guidance to support students and remove barriers to learning. A positive district and school culture is vital for SPPS to inspire all students to think critically, pursue their dreams and change the world. Below is a summary of the proactive approach used to create a welcoming environment and positive culture.

Positive Behavioral Interventions and Supports (PBIS): A Framework for All Schools

Positive Behavioral Interventions and Supports (PBIS) is an educational, preventive, and restorative approach to behavior. This approach helps schools create and sustain effective and culturally-inclusive environments that support academic and social success for all students. All Saint Paul Public Schools use PBIS to teach [schoolwide](#) expectations to all students and recognize students who meet those expectations. Small group and individualized supports are also provided in this approach.

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Within each school, the following systems and practices are foundational to PBIS implementation:

- Each school creates clear and consistent [schoolwide](#) expectations that promote positive behavior. These expectations, which reflect the school community, values and culture, are defined, taught, modeled, reinforced and (when necessary) retaught.
- Schools collect and use data (student and staff) to guide how they teach and reinforce the expectations for individual students, groups of students, whole classrooms and school-wide. Data is also used to identify students in need of additional support and match them to interventions and support.
- Each school continually refines its systems and practices as needs change. The goal is to provide positive and equitable behavioral, social, and academic outcomes for all students.

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Each school designs its own three-tiered system:

- **Tier 1:** *All* students learn the behavior expectations at school. Staff members teach, model and reinforce these expectations throughout the school year.
- **Tier 2:** *Some* students receive small-group interventions to practice the behavior taught in Tier 1.
- **Tier 3:** *A few* students receive individualized interventions and support.

At each tier, students learn and practice the social-emotional and behavioral skills they need to do well in school and throughout their lives. Supports provided at each tier involve the integration and alignment of practices, programs and supports listed [on the next page](#). Learn more at spps.org/pbis.

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Restorative Practices

Restorative Practices are ways for a school community to build relationships, problem solve and learn together. In this approach, relationships are the most important way we learn about the world and ourselves. Some sites are implementing Restorative Practices school-wide as a way to proactively build community among stakeholders and to use restorative ways to repair harm, when needed. A Restorative Practice school and community believe:

- Everyone in the school community is good, wise, and powerful.
- We are all connected to one another.
- All of us want to be in good, healthy relationships with others.
- We all have talents and gifts we bring to school.
- It takes time, habits and support to build and maintain positive relationships.

In addition to the Restorative Practice sites, many schools are seeking to use restorative approaches. Learn more at spps.org/restorativepractices.

Social-Emotional Learning

Social and Emotional Learning is how children and adults learn how to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Departments across the district work collaboratively to support social-emotional learning. A school may choose to implement a specific Social-Emotional Learning program(s) to support academic and social success. Learn more at spps.org/schoolsupport.

Mental Health and Wellness

Mental Health and Wellness refers to the continuum of emotional ~~support~~ available to students and staff. These supports strive to create a **safe** learning environment, maximize **collaboration** between students and adults, provide students with **choices**, create **trusting** relationships, and empower students to do their best. Learn more at spps.org/schoolsupport.

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Student Rights and Responsibilities

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

Access to Records

Rights/Opportunities

- Students' parents/guardians and eligible students under federal law generally have the right to view their school records according to state and federal laws.
- Students have the right to privacy regarding their school records. Any disclosure of information from student records will be consistent with legal requirements and policy established by the school district.

Responsibilities

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

Attendance and Tardiness

Rights/Opportunities

- Absence or tardiness of students because of religious holidays and observances shall be recorded as excused absences or tardiness at the written request of the parent/guardian. For more details, see Board Policy 503.00 at spps.org/board-policies.

Responsibilities

- Students are expected to be in class. Students are responsible for following the school's procedures, i.e. obtaining a pass from a staff person, when late for class or if there is a need to leave class.
- Students and parents/guardians are responsible for following the school's attendance and tardiness rules and procedures.
- Students and parents/guardians are responsible for notifying the school (e.g., a written note, phone call) before an absence or upon returning to school after an absence.
- Students and parents/guardians are responsible for notifying the school if the student must leave during the school day. For more details, see Board Policy 503.03 at spps.org/board-policies.

Cellular Phones & Personal Electronic Devices

Rights/Opportunities

- Students have the right to possess a cellular phone or personal electronic device and it should not be used during the school day.
- Students with an exception, as outlined in the policy, have a right to an approved accommodation.
- Parents/guardians are able to communicate with students by calling the school office.
- For more information see Board Policy 550.00 at spps.org/board-policies.

Responsibilities

- Students have a responsibility to follow the board policy and their individual schools' procedures and expectations around use of cellular phones and personal electronic devices.
- Schools have the responsibility to provide students and parents/guardians with clear expectations around cellular phone and personal electronic device use and the procedures followed at the school.
- Parents/guardians are asked to limit calling/texting their children during the school day as that can be disruptive.

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Equal Opportunity

Rights/Opportunities

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

Responsibilities

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

Fair Treatment

Rights/Opportunities

- Students have the right to due process, as defined in the Minnesota Pupil Fair Dismissal Act, when involved in a violation of district rules. Included is the opportunity to hear the nature of the violation and to give their account of the situation.
- Students have the right to be informed of all applicable classroom and school rules, expectations and procedures.
- Students have the right to be treated respectfully by district employees and other students.
- Students have the right to be free from unreasonable physical contact from staff and other students. Reasonable force by staff to restrain or correct a student from injuring self or other persons, however, is allowable.

Responsibilities

- Students are responsible for responding to all directions or questions from staff and for following all laws, policies, rules and expectations that apply to them.
- Students are responsible for knowing and following all applicable classroom rules, expectations, and procedures.
- Students are responsible for treating all persons respectfully.
- Students are responsible for respecting the space and freedom of those around them.
- Students are expected to treat the property of others and the district responsibly.
- Students are responsible for refraining from using force or physical contact to inflict harm on another.
- Students are responsible for not engaging in conduct that threatens to physically or mentally injure themselves, other persons or property.

Free Speech and Expression

Rights/Opportunities

- Students have the right to free speech subject to certain Constitutional limitations.

Responsibilities

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

Gender Identity

Rights/Opportunities

- Students have the right to be identified by their preferred name, pronoun, and asserted gender in school records, learning spaces, facilities, and extracurricular activities consistent with Board Policy and procedures. For more information see Board Policy 500.00 and procedure 500.00.01 at spps.org/board-policies.

Responsibilities

- Students must communicate with school staff if their school records are not reflective of their preferred name, pronoun, and/or gender identity.
- School record name and/or gender changes connected to gender identity require submitting updates to the placement office in accordance with Board procedures.

Learning and Academic Work

Rights/Opportunities

- Eligible resident students have the right to a free public education according to state and federal law.
- Students have the right to attend school and gain an education as provided by law. Attendance at a particular school is a privilege, not a right. For more details, see Minn. Stat. § 120A.36 at revisor.mn.gov/statutes.
- Students have the right to attend school in a safe environment that is free from disruptive behavior by others. Students have the right to experience learning opportunities that reflect their cultural experiences in a non-racist, non-sex-biased, gender and disability fair manner. For more information see Board Policy 602.01 at spps.org/board-policies.
- Students have the right to make up school work missed during any excused absence.
- When absent for an extended period as a result of a medical issue, students have the right to necessary home/hospital instruction as regulated by state guidelines.

Responsibilities

- Students are responsible for daily attendance, for completing class assignments on time, and for bringing appropriate materials required for class use.
- Students are responsible for behaving in such a manner that supports learning for all, does not pose a potential or actual danger to themselves or others, and is not disruptive to the learning process for others.
- Students are responsible for respecting the cultural experiences shared by their peers.
- Students are responsible for obtaining and completing make-up work assigned for periods of absence.

Medications

Rights/Opportunities

- Students have the right to receive medications and medical procedures that must be administered during the school day in order for a student to attend school consistent with Board policy and procedure. For more information see Board policy 516.00 at spps.org/board-policies.

Responsibilities

- Families are responsible for communicating with school nurse or other school staff about changes in medications or medical procedures when they must be administered during the school day.
- Students are responsible for cooperating with school staff regarding medications and medical procedures to be administered during the school day.

Non-Discrimination/Harassment-Free Environment

Rights/Opportunities

- Students have the right to a learning environment free from discrimination, harassment and violence based on an individual's race, creed, sex, marital status, national origin, age, color, religion, familial status, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, disability, or membership or activity in a local commission as defined by Minn. Stat. § 363A.03. For more details, see Board Policy 101.00 & 102.00, Board Policy 415.00 and Board Policy 500.00 at spps.org/board-policies.
- Students have a right not to be retaliated against for making good faith reports of discrimination, harassment, or violence.

Responsibilities

- Students are responsible for treating other students and district employees respectfully and in a manner that does not discriminate or harass an individual based on protected class.
- Students are responsible for reporting to staff (i.e., teacher or principal) incidents of bullying, discrimination, harassment, violence or retaliation that they have experienced or of which they are aware.

Personal Property and Privacy

Rights/Opportunities

- Students generally have a right of privacy in their persons and in their personal property on school district property and at school-sponsored or -associated events.
- According to Minnesota law, students have the right to use school-owned property (e.g., lockers, desks, iPads) for storing appropriate items of personal property with the understanding that all school-owned property is within the exclusive control of the school district and may be searched by school authorities for any reason, at any time, without permission, consent or requirement for a search warrant. For more details, see Minn. Stat. § 121A.72, subd. 1 at revisor.mn.gov/statutes/. For more details, see Board Policy 501.02 and Board Policy 506.06 at spps.org/board-policies.
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Responsibilities

- Students must not bring onto school district property, or to school-sponsored or -associated events, any item or material that violates school district policy, school rules, or state or federal law, or that would cause, or tend to cause, a disruption or endanger the health or safety of students or other people. Items prohibited include, but are not limited to, stolen goods, weapons and lookalike weapons, and other illegal items.
- When reasonable suspicion exists to believe a student possesses prohibited items or that a search will uncover evidence of a violation of a school rule or of the law, school officials may conduct a reasonable search of a student's person or property.
- Students are responsible for keeping their lockers/desks in good condition and free of any items that are illegal or prohibited.
- The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials. For more details, see Minn. Stat. § 121A.72, subd. 1 at revisor.mn.gov/statutes/. For more details, see Board Policy 501.02 and Board Policy 506.06 at spps.org/board-policies.
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Pledge of Allegiance

Rights/Opportunities

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

Responsibilities

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

Police Interviews

Rights/Opportunities

- Students have the right to be free from interview or interrogation by private parties, such as attorneys and private investigators, during the school day.
- Students have the right to be free from interview or interrogation during the school day by the Saint Paul Police Department unless the student's building administration determines it is unwise or unsatisfactory for the Saint Paul Police Department to contact the student outside of school.
- When interviewed during the school day by the Saint Paul Police Department, students have the right to be interviewed in private and with confidentiality and in the presence of the student's principal or the principal's designee, without interruption and without observance by other school personnel or students. For more details, see Board Policy 506.05.01 at spps.org/board-policies.

Student Dress

Rights/Opportunities

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

Responsibilities

- Students are responsible for wearing clothes that are appropriate for school. To maintain a safe learning environment, student dress cannot be a health and/or safety hazard, obscene, sexually explicit or discriminatory. Clothing that displays words or images that communicate a message that is racist, sexist, or otherwise derogatory is not permitted. Clothing that displays references to alcohol, chemicals, tobacco or other products that are illegal for use by minors is not permitted.
- Students are responsible for abiding by the school principal's mandated minimum standards of cleanliness and neatness. Students who attend schools that have adopted a school uniform requirement must follow the school's uniform requirement. For more details, see Board Policy 501.03 and Board Policy 501.04 at spps.org/board-policies.

Student Government

Rights/Opportunities

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

Responsibilities

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

Technology Usage and Safety

Rights/Opportunities

- Students have the opportunity to access a variety of district technology resources in support of personalized learning.

Responsibilities

- Students are responsible for using the district technology resources, including iPads, properly and following all district and school rules and procedures.
- Students are responsible for respecting the privacy of other users, and not intentionally seeking information on, obtaining copies of, or modifying files, other data or passwords belonging to other users without permission.
- Students are responsible for maintaining the security of the district technology resources and recognizing and honoring the intellectual property rights of others.
- Students are responsible for immediately disclosing inadvertent access of unacceptable materials or an unacceptable Internet site to an appropriate school district administrator.
- Students are responsible for using the district technology resources without making changes to device operating systems and security profiles or installing any apps other than those authorized by Saint Paul Public Schools.
- Students are responsible for ensuring that any digital content on district technology resources is school-appropriate.
- Unacceptable use of district technology resources, including e-mail and the Internet, may result in one or more of the following consequences: suspension or cancellation of use or access privileges, discipline under applicable district policies and procedures, or civil or criminal liability under applicable laws. For more details, see Board Policy 520.00 at spps.org/board-policies.
- Please see Guidelines for Lost / Stolen / Damaged iPads and Accessories on page 26 to learn of consequences.

Transportation

Rights/Opportunities

- When riding a school bus or van to or from school, a student has the right to a safe ride that is free from intimidation, threat, or harassment. See spps.org/transportation for more information.
- Parents/Guardians and students have the right to be informed that transportation service is a privilege that is granted to a student contingent upon appropriate behavior. In accordance with Minnesota Statute § 121A.59, transportation is a privilege, not a right, for eligible students.

Responsibilities

- Students are responsible for adhering to the expected behaviors, set by the Board of Education, while on the school bus and while in school bus loading and unloading areas. Misbehaviors occurring on the school bus will be managed in accordance with the Rights & Responsibilities Student Handbook. For more details, see Board Policy 707.02 at spps.org/board-policies or spps.org/transportation.
- Parents/Guardians of transported students are responsible for supervising their children until their children board the school bus in the morning and after their children leave the bus at the end of the school day.
- Students who are involved in serious or repeated incidents of unacceptable student conduct on the school bus or at the school bus stop may have their riding privileges suspended or revoked, including bus transportation for field trips.
- The parent or guardian of a student suspended from transportation is responsible for ensuring that the student travels safely to and from school and that the student arrives to school on time.
- Bus drivers and school staff are responsible for teaching, modeling and reinforcing positive behavioral expectations to all students.
- Students who attend schools that offer a Go-To Card Student Pass for use on Metro Transit are responsible for adhering to a code of conduct, which they must sign in order to receive a Go-To Pass. Violation of the code of conduct or repeated unexcused absences may result in restriction, deactivation or suspension of a student's Go-To Card Student Pass.

Standards of Student Behavior

A safe and positive environment is essential for learning. Knowing and following expectations and procedures will support students in making positive choices and academic progress. When students engage in behaviors that do not follow their school's expectations, school staff members are expected to respond promptly, appropriately and consistently:

- School staff will inform the parents/guardians of any student whose behavior is in conflict with established expectations and procedures.
- School staff are expected to document, in the student's behavior record, incidents of behaviors that are managed outside the classroom.
- Students, their parents/guardians and school staff are responsible for working collaboratively to support the expectations and procedures outlined in the Student Behavior Handbook.

Administrative Actions and Levels of Behavior Violations

Behaviors are divided into five levels. A Level 1 violation is the least severe (usually managed in the classroom), and a Level 5 violation is the most severe. For each violation on the charts below, (pages 17-24), there is a defined range of levels or responses; whichever level the first (*) appears under is the minimum response and whichever level the last (*) appears under is the maximum response.

There are also examples of interventions and responses which:

- Correct and teach positive behavior so students can learn and be safe and respectful.
- Provide examples of appropriate administrator action.
- Make every reasonable effort to repair harm and address behavior concerns using interventions and the least severe response that is appropriate.

The following factors must be considered prior to developing interventions or assigning administrative action:

- The student's age, maturity, intention and understanding of the impact of the behavior
- The student's ability to repair harm caused by the behavior
- The student's willingness to repair harm caused by the behavior
- The student's disciplinary record including the nature of prior behavior, the number of prior instances of behavior, and the interventions and disciplinary response applied
- The nature, severity, and scope of the behavior
- The circumstances and context in which the behavior occurred, including its impact on the learning environment
- The student's individualized Education Plan (IEP) or 504 plan, if applicable

Full and Equitable Participation in Early Learning per the Pupil Fair Dismissal Act:

A pupil enrolled in a preschool or pre kindergarten program, including a child participating in early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program, or kindergarten through grade 3 is not subject to dismissals of one school day or more under this Handbook, subject to state and federal law for students receiving special education services. Expulsions and exclusions may be used only after resources outlined below have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

Non Exclusionary discipline must include at least one of the following:

1. collaborating with the pupil's family or guardian, child mental health consultant or provider, education specialist, or other community-based support;
2. creating a plan, written with the parent or guardian, that details the action and support needed for the pupil to fully participate in the current educational program, including a preschool or prekindergarten program; or
3. providing a referral for needed support services, including parenting education, home visits, other supportive education interventions, or, where appropriate, an evaluation to determine if the pupil is eligible for special education services or section 504 services.

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

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Levels of Behavior Violations

Level 1

Level 1 interventions are generally implemented by school staff members when a student has minimal or no prior violations. The staff response is to teach and practice the expected behavior so students learn and demonstrate safe and respectful behaviors. Staff members use a variety of teaching and management strategies, and this is usually a classroom-managed behavior.

Examples of Interventions and Restorative Responses

Level 1 incidents generally do not result in removal from school unless the intensity and/or frequency of the behavior is high and multiple interventions have been attempted. Interventions aim to correct and teach alternative behavior so students can learn and demonstrate safe and respectful behavior.

School staff members are expected to use a variety of methods and classroom management strategies that may include:

- Re-teach expected behavior/skill
- Verbal or nonverbal redirection
- Role play
- Written reflection/apology
- Seat change
- Teacher/student conference
- Daily progress sheet on behavior
- ~~Restoration (fix-it plan)~~
- Take a Break/Use of In Class Calming Space
- ~~Loss of privilege(s)~~
- Community building circles
- Reflective Essay
- Re-teach cell phone expectations

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Deleted: Removal from class to another supervised classroom (short-term)

Appropriate staff interventions may involve the parent/guardian and other members of the school community.

Interventions may include:

- Parent/guardian notification
- Parent/guardian/teacher conference
- Parent/guardian accompanying student to school or class
- Requiring students to remove, adjust, or cover up clothing that violates student dress requirements
- Conversation with admin about change in schedule
- In-school community service
- Conflict resolution
- Mentoring program participation
- Contract between teacher, student and parent/guardian
- Peer mediation
- Referral to additional support services in the school

Repeated instances of a Level 1 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.

Level 2

Level 2 violations may result in interventions and/or administrative action that involve other school staff.

Examples of Interventions, Restorative, and/or Administrative Actions These responses may involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

- Use of lower-level interventions and consequences
- Behavioral skills training
- Student conference
- Parent/guardian notification
- Parent/guardian conference
- Restorative practices (Restorative chat, Peer mediation)
- School community service
- Referral to Student Assistance Team (SAT)
- Removal from class
- Detention
- Saturday school
- In-school suspension for half a day or more
- Student behavior contract
- Leave personal cell phone with the school administrator for the remainder of the day.

Repeated instances of a level 2 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.

Level 3

Level 3 violations will include school administration and may result in a dismissal from school for part of a day or no more than one school day.

Examples of Interventions, Restorative, and/or Administrative Actions

These responses may involve the temporary, short-term removal of a student from the school environment because of the severity of the behavior. The duration of the removal, if issued, is to be limited as much as possible while adequately addressing the behavior.

- Use of lower-level interventions and consequences
- Parent/guardian notification
- Parent/guardian conference
- Alternatives to dismissal, such as repairing harm circle, Family Group Conference, or other Restorative Practice
- Referral to PBIS Tier 2 and/or Tier 3 supports in the building
- Dismissal (up to one complete school day)
- Referral to the school Mental Health Support Team or consider CARE Assessment

Repeated instances of a level 3 violation may be treated as a violation at a higher level only when appropriate interventions have been attempted over a reasonable amount of time and documented in the student's record.

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Level 4

Level 4 violations may result in suspension of a student and possible notification of the Office of Security and Emergency Management. A suspension is a removal from school for more than one day.

Examples of Interventions, Restorative, and/or Administrative Actions. These responses may involve the temporary, short-term removal of a student from the school environment because of the severity of the behavior. The duration of the short-term removal, if issued, is to be limited as much as possible while adequately addressing the behavior.

- Use of lower-level interventions and consequences
- Parent/guardian notification
- Parent/guardian conference
- Family Group Conference or other Restorative Practice
- Referral to Student Response Team &/or a Manifestation Determination Meeting
- Administrative transfer
- Alternatives to suspension
- Interim alternative educational placement
- Suspension, in excess of one complete school day
- Expulsion or exclusion (an act of the Board of Education)

Note: Students involved in incidents at this level may be referred for expulsion depending on the circumstances.

Level 5

Level 5 violations require the principal to notify the Office of Security and Emergency Management and make a referral for expulsion to the Superintendent or designee. See the full definitions of expulsion and statutes that apply to the violations in the glossary.

Examples of Administrative Actions.

These responses involve the removal of the student from the school environment because of the severity of the behavior. They may involve the placement of the student in a safe environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior:

- Use of lower-level interventions and consequences
- Parent/guardian notification
- Parent/guardian conference
- Referral to Student Response Team and/or a Manifestation Determination Meeting
- Administrative transfer
- Interim alternative educational placement
- Expulsion or exclusion (an act of the Board of Education)

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Behavior Violations and Level of Administrative Responses

Level 1	Level 1 interventions are generally addressed by school staff members in the classroom when a student has minimal or no prior violations. The staff response is to teach and practice the expected behavior so students learn and demonstrate safe and respectful behaviors. Staff members are expected to use a variety of teaching and management strategies.
Level 2	Level 2 violations <i>may result</i> in interventions and/or disciplinary responses that involve other school staff. These actions aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.
Level 3	Level 3 violations will include school administration and may result in a dismissal from school for part of a day or an entire school day.
Level 4	Level 4 violations <i>may result</i> in the suspension of a student. A suspension is removal from school for more than one day. The district reserves the right to make a referral for expulsion or exclusion in extreme instances for Level 4 offenses.
Level 5	Level 5 violations require principals to make a referral for expulsion to the Superintendent or designee. Full definitions of expulsion and statutes that apply to the violations are in the glossary..

***When to notify the Office of Security and Emergency Management:** In the chart below, if there is a (*) included in the level field administrators are assigning to the student's behavior violation, please notify the Office of Security and Emergency Management.

The below chart contains summary definitions for violations and responses.
Please see the full definitions in the glossary.

Behavior Violations and Level Responses	Levels				
	1	2	3	4	5
Absence, Chronic Truancy Continued unauthorized absences. See full definition in the glossary.		•			
Absence, Tardiness Arriving late to school or to class.	•				
Absence, Unexcused Unauthorized absence from school or class.	•	•			
Alcohol, Possession/Use/Under the Influence/Soliciting/Selling Possession, use, soliciting, selling or being under the influence of any alcoholic product while on school grounds or at school-sponsored activities.				•*	
Arson The intentional destruction of or damage to property by means of fire or explosives.			•*	•*	•*

*Notify Office of Security and Emergency Management

	Levels
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Behavior Violations and Level Responses	1	2	3	4	5
Assault The intentional infliction of bodily harm upon a person, who is not an SPPS staff member, without the person's consent.				• *	
Assault, Aggravated (substantial or great bodily harm) The intentional infliction of substantial bodily harm or great bodily harm upon another who is not an SPPS staff member.					• *
Assault, Aggravated (firearm, dangerous weapon, or other weapon) Committing an act with a firearm, dangerous weapon, or other weapon with intent to cause fear in another of immediate bodily harm or death.					• *
Assault On Staff The intentional infliction of bodily harm upon an SPPS staff member without the staff member's consent.				• *	
Assault on Staff, Aggravated (substantial or great bodily harm) The intentional infliction of substantial bodily harm or great bodily harm upon an SPPS staff member.					• *
Bullying Intimidating, threatening, abusive, or harming conduct that is objectively offensive and: (1) there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; OR (2) materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. See Board Policy 505.00 (available at spps.org/board-policies). Find examples in the glossary.		•	•	• *	• *
Bullying Using Technology (Cyberbullying) For the definition of Cyberbullying, see Board Policy 505.00 at spps.org/board-policies .		•	•	•	
Cannabis, Possession/Use/Soliciting/Selling/Under the influence Possession, use, soliciting, selling or being under the influence of cannabis at any school location. See Board Policy 504.00 at spps.org/board-policies .				• *	
Cellular Phones & Personal Electronic Device -Violation Continued use of cellular <u>phones</u> , or other personal electronic devices, during times of the school day when use is prohibited, <u>and students</u> has been reminded of the school expectations for use. <u>Use of personal electronic devices is defined as, but not limited to, texting, calling, browsing the internet, using social media, taking photos or videos, or using apps.</u>	•	•	•		
Cheating or Plagiarizing Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests and using the ideas or writings of another person without giving due credit to the creator of the work. This includes work accessed digitally.	•	•	•		

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Coercion Occurs when a person causes someone else to act against their will or to refrain from doing a lawful act by threatening, orally or in writing. See full definition in the glossary.				• *	
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**Notify Office of Security and Emergency Management*

Behavior Violations and Level Responses	Levels				
	1	2	3	4	5
Criminal Act Committing an act, on school property or in the course of a school-sponsored or school-associated activity, that would be a crime if committed by an adult.				• *	• *
Damage to Property of Others Intentional damage to the property of staff members or others.		•	•	•	
Damage to School Property Intentional damage to property belonging to or used by the school district. This also includes intentional damage to hardware, software or other equipment belonging to or used by the school district.		•	•	•	
Defiance of Authority Intentional refusal to follow directions given by a staff member. See examples in glossary.	•	•	•		
Discrimination ¹ Discriminate or discrimination includes all unequal treatment of any individual by reason of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, familial status, or disability. For purposes of discrimination based on sex, it includes sexual harassment.		•	•	•	
Disruptive Behavior Situations and/or actions that interfere with, or have the potential to interfere with, effective learning and/or operations of the school.	•	•	•		
Disruptive Behavior, Severe Situations and/or actions that may endanger or have endangered the safety of others; or significantly violent, or threatening behavior that severely disrupts school, a school-sponsored activity, or a school-supervised activity held off school premises.			• *	• *	
Disruptive Behavior to and from School Behavior that endangers or harasses students on their way to and from school, or at the bus stop, or diverts the bus driver's attention from driving.		•			
Drugs or Controlled Substances, Possession/Use/ Soliciting/Selling/Under the influence Use and/or possession of controlled substances and toxic substances at any school or work location. See Board Policy 504.00 at spps.org/board-policies .				• *	• *

Explosive Device, Possession/Use/Intent to Use Possession, use, or intent to use an explosive device such as a bomb, grenade, mine, rocket, missile, pipe bomb, or similar device designed to explode and capable of causing bodily harm or property damage.					*
Fighting Two or more persons mutually participate in use of force or physical violence.		•	•	•	*

*Notify Office of Security and Emergency Management

Behavior Violations and Level Responses	Levels				
	1	2	3	4	5
Firearm, Possession/Use/Intent to Use Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any destructive device. Such term does not include an antique firearm. For BB guns, air guns, or lookalike guns see Possession/Use of a Dangerous Weapon Other Than a Firearm.					*
Fires and False Fire Alarms Tampering or interfering with any fire alarm system or failure to exercise caution, resulting in a fire.				•	
Gambling Playing of a game of chance for stakes.		•	•		
Gang Activity Gang activity is only an additional violation to a primary violation of another rule of student behavior. Find more information in the glossary.				•	*
Harassment, Based on Protected Status ¹ Harassment includes physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, familial status or disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03 when the conduct: 1) has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment; 2) has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or 3) otherwise adversely affects an individual's employment or academic opportunities.		•	•	•	*
Hazing ^{1 2} Committing an act against a student, or coercing a student into committing an act, which creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.				•	
Incapacitation Device, Possession, with use or intent to use					*

A device designed to temporarily immobilize or incapacitate people such as taser, stun gun or tear gas derivative. Use or intent must be present.					
Incapacitation Device, Possession, without use or intent to use See above. Use or intent must not be present. Response to a first time violation is confiscation and a conversation with student and parent/guardian.	•	•	•	• *	

**Notify Office of Security and Emergency Management*

Behavior Violations and Level Responses	Levels				
	1	2	3	4	5
Interference/Obstruction Any action taken to attempt to prevent a staff member from exercising his/her lawfully assigned duties, including an administrative investigation.		•	•		
Language, Abusive Student delivers verbal messages that include offensive or threatening language.		•	•	•	
Language, Inappropriate Swearing or using words in a disrespectful way.	•				
Leaving School Grounds Leaving school grounds during school hours without staff permission.		•			
Medication Policy Violation, Prescription Students using or distributing prescription medication in an unauthorized manner.		•	•	•	•
Medication Policy Violation, Nonprescription Students using or distributing nonprescription medication in an unauthorized manner.		•	•	•	•
Other Prohibited Items, Possession Examples may include (but are not limited to): ammunition, snaps, pop-its, lighters, handcuffs, audio alert device, and any other toys or objects (to include toy guns that do not meet the definition of a replica firearm, toy knives, toy swords, etc.) that would not be identified as a weapon but may cause disruption.	•	•			
Out of Area Student out of their assigned area (i.e. leaving the classroom or learning environment without permission; roaming the halls or school grounds)	•	•			
Parking Violation Parking in an unauthorized area on school property.	•				
Physical Aggression (Bodily Harm) An intentional act by a student resulting in bodily harm.		•	• *	• *	
Physical Aggression (Substantial Bodily Harm) An intentional act by a student resulting in substantial bodily harm.			• *	• *	
Physical Aggression to Staff An intentional act by a student resulting in unwelcome physical contact with a SPSP staff member. It includes, but not limited to, pushing, slapping, intimidation and spitting.		•	• *	• *	
Physical Contact (No Bodily Harm) Students engage in inappropriate physical contact, such as pushing, spitting, horseplay and intimidation.	•	•	•		

*Notify Office of Security and Emergency Management

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Behavior Violations and Level Responses	Levels				
	1	2	3	4	5
Possession, Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition, without use or intent to use as a weapon Device not manufactured as a dangerous weapon that is capable of producing bodily harm, substantial bodily harm, or fear of bodily harm. Examples include knives with blades under 2.5 inches, box cutters, razor blades, etc. Use or intent to use must not be present.				• *	
Possession/Use of a Dangerous Weapon Other Than a Firearm A device designed or modified as a weapon that is capable of producing death or great bodily harm. Examples include knife with a blade of 2.5 inches or longer, replica firearm, BB gun, or brass knuckles.				• *	
Possession/Use of Other Weapon or Object, not a firearm and not meeting Minnesota Statute Dangerous Weapon definition, with use or intent to use Device not manufactured as a dangerous weapon or non-conventional weapon capable of producing bodily harm, substantial bodily harm, or fear of bodily harm. Examples include knives with blades under 2.5 inches, box cutters, razor blades, etc. Use or intent to use must be present.				• *	
Pyrotechnic Devices, Possession and/or Detonation A firework or firecracker that can cause combustion.			•	• *	
Racial or Religious Violence ^{1 2} 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.				• *	
Reckless or Careless Driving Driving on school property in such a manner as to endanger persons or property.				• *	
Record and Identification Falsification Falsifying or altering signature or data, refusing to give proper identification, or giving false identification to staff.		•	•		
Robbery Obtaining property from another by force or a threat of force. See full definition in the glossary.				• *	
Sexual Behavior Engaging in sexual behavior including, but not limited to, sexual intercourse or sexual penetration, sexual contact, indecent exposure, or masturbation.		•	•	• *	

*Notify Office of Security and Emergency Management

Behavior Violations and Level Responses	Levels				
	1	2	3	4	5
Sexual Harassment ¹ 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: a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or b) submission 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 c) 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 or educational environment.		•	•	• *	
Sexual Misconduct, Aggravated Sexual conduct amounting to a violation includes criminal "sexual contact" or any other sexual act that would be a criminal act if committed by an adult.				• *	• *
Sexual Violence ^{1 2} A physical act of aggression or force or the threat of aggression or force that involves touching another person's intimate parts or forcing a person to touch any person's intimate parts.				• *	• *
Student Dress Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district.	•	•			
Teasing and Name Calling Occurrences of teasing or name-calling with or without the intent to injure, degrade, disgrace or intimidate other individuals should be addressed even if they do not meet the definition of Bullying.	•				
Technology Misuse/Violation This includes being off-task, treating iPads carelessly and airdropping material without permission. <u>Student engages in inappropriate use of technology including and not limited to iPad, mobile device, personal electronic device, camera, computer and/or other.</u>	•	•	•		
Technology – Unauthorized or Inappropriate Use of District Technology Resources Any act that violates the Board of Education's Technology Usage and Safety Policy or constitutes an unacceptable or illegal use of the school district's computer facilities, systems, networks or software.		•	•	• *	
Theft Unauthorized taking/possession of school district property and of the property of another including but not limited to jackets, expensive electronics, etc.	•	•	•	• *	

*Notify Office of Security and Emergency Management

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Behavior Violations and Level Responses	Levels				
	1	2	3	4	5
Threats, In Person ² Any expression of intention to cause harm or violence to another person or another's property that is delivered by someone in immediate physical proximity to the person being threatened. The potential for immediate harm or violence must exist. Administrators should carefully evaluate the intent of the student making the expression and consider the factors identified on Page 13. Find examples and guidance in the glossary.	•	•	•	•*	
Threats, Not In Person ² Any verbal or written expression of intention to cause harm or violence to another person or another's property that is delivered virtually or by other means. Administrators should carefully evaluate the intent of the student making the expression and consider the factors identified on Page 11. Find examples and guidance in the glossary.	•	•	•	•*	
Threats, Aggravated ^{1 2} Any threat of violence: (i) made with the intent to cause extreme fear or panic within a substantial portion of the school community; (ii) made with the intent to cause evacuation or lockdown of a building, place of assembly, school event, or vehicle; (iii) made repeatedly against an individual or group; OR (iv) Any expression that does not meet the definition of threat, but is made with reckless disregard for the risk of, and actually causes, the extreme fear, panic, evacuation, or lockdown contemplated by (i) and (ii). Administrators considering this violation should carefully review the definition of threat used by this Handbook in determining whether the appropriate violation is Threats; Threats, Aggravated; or Language, Abusive. Find examples and guidance in the glossary.				•*	•*
Tobacco and Other Tobacco Related Devices, Possession/Use Students are prohibited from having tobacco, e-cigarettes and other tobacco-related devices in their possession. See Board Policy 414.00 at spps.org/board-policies .		•	•		
Trespassing, Including During Periods of Dismissal or Suspension Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises.			•	•*	

***Notify Office of Security and Emergency Management**

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

² The Student Response Team may be convened to evaluate the credibility and level of any threat or threatening behavior.

Discipline Processes

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

Any student who violates the Districtwide Student Discipline Policy may be subjected to the consequences established in this Rights and Responsibilities Handbook.

Schools will attempt to use nonexclusionary disciplinary procedures and practices before dismissing a student, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

Any student who violates a policy that has a potential consequence of suspension from school for more than one school day shall have an informal conference with a school administrator.

Suspended students will have the opportunity to complete all school work assigned during the period of the student's suspension and to receive full credit for satisfactorily completing the assignments.

If a suspension is extended to longer than five school days, the suspending administrator must provide the superintendent or designee with a reason for the longer suspension.

No student may be suspended for more than 10 consecutive days for the same course of conduct or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the school district is in the process of initiating an expulsion, in which case the school district may extend the suspension to a total of 15 consecutive school days.

If a student's total days of removal from school exceed 10 cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the pupil assessed or diagnosed to determine whether the pupil needs treatment for a mental health disorder. With the permission of the parent or guardian, the school district may arrange for a mental health screening for the pupil. The district is not required to pay for the mental health screening.

No student will be excluded or expelled from the school district without notice and the opportunity to have a hearing in accordance with Minnesota law.

Alternative Educational Services Procedures

If a student is suspended for more than five consecutive school days, the student is entitled to alternative educational services that will allow the student to progress toward meeting graduation requirements. Generally, Saint Paul Public Schools (SPPS) provides alternative educational services according to the following schedule:

Length of Suspension	Services Provided	School Administrator or Designee Responsibility	Parent/Guardian Responsibility
Up to five consecutive school days	Current classroom work and homework will be made available, if possible.	Arrange for collection of classroom work and homework from teachers.	Pick up classroom work and homework from school administrator or arrange to have it mailed to home. Return completed work upon student's return to school.
Six to 10 consecutive school days	Current classroom work and homework will be made available no later than the sixth school day of suspension.	Arrange for collection of classroom work and homework from teachers.	Pick up classroom work and homework from school administrator or arrange to have it mailed to home. Return completed work to school administrator.
Up to 15 consecutive school days (only pending expulsion or when student constitutes a substantial and immediate danger)	Homebound services must be arranged to begin no later than the 11th school day.	Arrange for homebound services as soon as a determination has been made to refer student for expulsion or administrative transfer.	Assist school administrator in establishing a schedule for the delivery of homebound services.

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

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

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

Student Response Team

The Student Response Team (SRT) deals with problems relating to student discipline and school adjustment for: (1) students who are not eligible for special education services; and (2) students receiving special education services whose conduct was determined by the appropriate team to be not a manifestation of the student's disability. If the conduct at issue is the conduct of a student receiving special education services and that conduct was determined to be a manifestation of the student's disability, the IEP team – and not the SRT – should address that conduct and school's response in accordance with state and federal law.

The principal appoints this committee and it usually includes an administrator, counselor, teachers, social worker, nurse, and/or other staff (5-7 members). The committee shall meet to consider disciplinary and behavioral problems of students referred to it by the principal or designee (chair) and shall recommend to the principal such remedial, corrective, or disciplinary measures as it may deem to be in the best interests of the students and the school. To avoid noncompliance with Minn. Stat. § 121A.41 of having a student suspended longer than ten days, the committee should meet and make a decision or recommendation within two business days from the time of the incident. When a major decision or recommendation regarding a student is being considered, parents shall be invited to be present at the SRT meeting or to submit a written statement. Parents have the option to bring an additional person with them to the SRT meeting.

The principal reviews the SRT recommendations and makes the final determination. If the decision is a school transfer, expulsion or exclusion, the principal will submit the required expulsion/administrative transfer paperwork within 24 hours of receiving the SRT recommendation to the District's Systems of Support Committee of interdepartmental representatives for further review and decision. This Systems of Support Committee is composed of District administrators and staff from varying areas and perspectives. For Level 5 offenses, the principal has the authority to submit a referral for expulsion or exclusion directly to the Systems of Support Committee for its review and decision without SRT action.

If parents/guardians wish, they may submit a written statement within three days after receiving notice of the principal's or SRT's recommendation for transfer, expulsion or exclusion. The principal will include any such written statement with the recommendation to the District Systems of Support Committee.

Systems of Support Committee

The Saint Paul Public Schools (SPPS) Systems of Support Committee exists for the purpose of ensuring that SPPS students are enrolled in an appropriate environment for learning to occur. Principals may request that a student be administratively transferred from their school by following the SRT process described earlier in this document. It is the responsibility of the District Systems of Support Committee to determine the most appropriate course of action, be it approval of the request for transfer and selection of the new enrollment location, or denial of request for transfer. The Systems of Support Committee uses a variety of criteria, including the Rights and Responsibilities Handbook as well as Minnesota State Statute, SRT recommendations, and past practice to determine an appropriate placement for the student. The Systems of Support Committee meets weekly during the school year and strives to ensure that each request is vetted with the best interests of the student, family, and staff in mind.

Discipline Processes: Students with Disabilities

Students with Disabilities/Section 504 Students

Students covered by Section 504 of the Rehabilitation Act of 1973 may be disciplined for behavior related to their disabilities, unless the discipline would result in a significant change of placement. A qualified student with a disability may not be suspended for more than 10 cumulative school days without a manifestation determination conducted by the student's 504 team. [SPPS Board Policy 509 outlines additional requirements to ensure that the rights of students](#)

with IEPs are held intact when a removal from school may be necessary. For more details, see Board Policy 504 online at spps.org/boardpolicies.

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

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

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

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

SPPS Discipline Guidelines for Students with Disabilities under State Laws and Federal Regulations <small>(When a student with a disability is considered for an Out-of-School suspension, the IEP case manager should be consulted before a final decision is made. This chart is not a substitute for special education regulations. Always check the federal or state regulations for clarification.)</small>					
Within a school year, student with a disability is removed ¹	IEP Team Meeting Required	Manifestation Determination Required: Behavior is/is not related to disability or IEP not implemented as written. 34 C.F.R. § 300.530 (e)	Functional Behavioral Assessment (FBA) or Review Required 34 C.F.R. § 300.530 (f)	Disciplinary Change of Placement: Legal term for 11 consecutive or cumulative days of removal. Must give parent Rights & Procedural Safeguards. 34 CFR § 300.536	Interim Alternative Educational Setting (IAES): A setting different than the student's placement that allows the student with a disability to: (1) continue to participate in the general education curriculum, (2) make progress towards meeting IEP goals and objectives and (3) receive services designed to prevent the behavior from recurring. The determination of an appropriate IAES is made by a student's IEP team on a case-by-case basis. 34 CFR §300.530(d)(1)-(5)
Removed for 1-10 cumulative days ^{2,3}	NO	NO	NO	NO	N/A
Removed for 6 OR MORE consecutive days ^{2,3}	YES	YES, if suspension is longer than 10 consecutive days	YES, if suspension is longer than 10 consecutive days and behavior was manifestation ³	NO	SPPS must provide alternative educational services in an IAES during 6 or more consecutive days of removal. The number of days of removal should follow the current SPPS Rights & Responsibilities Handbook for the behavior that the student displayed.
Removed for 11 cumulative days ³	YES	YES for every dismissal or suspension for rest of school year	YES (or review existing FBA)	YES	SPPS must provide alternative educational services in an IAES after every dismissal or suspension for the rest of each school year. The number of days of removal should follow the current SPPS Rights & Responsibilities Handbook for the behavior that the student displayed. CANNOT use up to 45 days unless one of the 3 behaviors below as a "special circumstance" occurred.

Placed in-school suspension ⁴	NO	NO	NO	NO	N/A
Removed due to Special Circumstances ⁶ (Serious discipline incident)	YES	YES	Best practice	YES	An Interim Alternative Educational Setting (of up to 45 school days) can ONLY be used if a student with a disability does the following at school, on school premises or at a school function (34 CFR § 300.530(g)): (1) Carries a dangerous weapon or possesses a dangerous weapon (defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length) 18 USC §930(g)(2) (definition); (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance (34 C.F.R. § 300.530 (definition)); or (3) Inflicts serious bodily injury upon another person (defined as a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty) 18 USC §1365(h)(3) (definition). This 45-day unilateral change in placement may be effectuated regardless of whether the conduct is a manifestation of the student's disability.

1 Removals include dismissals (less than a school day) and suspensions (a full school day). All removals count towards days of removal. E.g., 11 dismissals are 11 cumulative days of removal.

2 If the removal brings the total cumulative days in a school year to more than 10 days, see "removed for 11 cumulative school days." Minn. Stat. §§ 121A.41, subd.10, 121A.43.

3 If a student with a disability has transportation on the IEP and is removed from the school bus, the days of removal from the bus must be counted toward the 6 or more consecutive days or 11 cumulative days of removal unless the school district provides alternative transportation.

4 In-school suspension is not considered a removal as long as the student is afforded the opportunity to continue to appropriately progress in the general curriculum, continue to receive the services on the IEP and continue to participate with non-disabled students to the extent they would have in their current placement.

5 Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center selected to allow the student to progress toward meeting graduation standards although in a different setting. Minn. Stat. § 121A.41, subd. 11

6 School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct. The "other requirements of this section" do not allow a 45 school days interim alternative setting except under the three special circumstances. 34 C.F.R. § 300.530(g).

Guidelines for Bus Safety in Saint Paul Public Schools

Saint Paul Public Schools provides transportation services to students who are attending Saint Paul Public Schools and programs, or who are attending non-public schools, and some charter schools that are located within the city of Saint Paul. Transportation is provided for students who meet eligibility requirements contained in the Board of Education Policy 707.00 Eligibility for Student Transportation.

The District is responsible for the student supervision as soon as they enter the bus in the morning and until they leave the bus or are released to a parent/guardian. Bus drivers and school staff are responsible for teaching, modeling, and reinforcing positive behavior expectations to all students. Parents/guardians are responsible for ensuring that their children know and understand these standards of conduct. The bus and bus stops are an extension of the school. Misbehavior on the bus could lead to consequences at the school as well.

Students who continue to engage in unacceptable behavior will result in loss of busing privileges, including bus transportation for field trips. The Principal will determine what the student's consequences are for the misbehavior utilizing the guidelines found below. A manifestation determination will happen before initiating any loss of bus privileges of a student with a disability (Minn. Stat. § 121A.43(d)). If there is a loss of busing privileges, it would apply to all busing services for the District, unless otherwise specified by school staff.

Under Saint Paul Public Schools Board of Education Policy, each student who has lost bus privileges due to unacceptable behavior, must attend a School Bus Safety Class and must successfully re-demonstrate knowledge of the school bus safety competencies. The Transportation Department will help facilitate and conduct this training with the school.

Minnesota Statute 121.59 provides that transportation service is a privilege, not a right, that is granted to the student contingent upon proper behavior in accordance with the District behavioral standards, but not limited to, and are found below:

PreK-12 Grades Behavior Guidelines and Consequences

Class I Violations

1. Spitting
2. Excessive noise inside the bus
3. Horseplay, mischief, distracting behavior
4. Eating, drinking, littering on the bus
5. Leaving seat, standing without permission from driver, walking up and down aisle
6. Misuse of liquid containers including water bottles, soda pop, etc. in any form
7. Profanity, verbal abuse harassment, obscene gestures or possession of unacceptable materials
8. False identification, refusal to identify student's name
9. Riding on an unassigned bus or using an unassigned bus stop
10. Opening window past safety line/midway point
11. Riding or attempting to ride any bus while under a loss of bus privileges
12. Disobedient to the driver, para-educator, bus patrol
13. Misuse of technology

Disciplinary Response: Class I

Bus drivers will communicate and work with the Principals regarding student misbehavior.

Class I Violations	Disciplinary Response
1 st Violation:	Warning
2 nd Violation:	1-5 day loss of bus privileges
3 rd Violation:	(1) 5-10 days minimum loss of bus privileges (2) Loss of all transportation services (3) Parent/Principal/Safety Traffic Operations meeting
4 th Violation:	Possible total loss of transportation services

Class II Violations

1. Hanging out of window, yelling out the window
2. Throwing or shooting of any object on the bus or out the bus
3. Bullying and/or physical assault/aggression against any person
4. Profanity and threats directed toward driver/paraprofessional
5. Possession and/or use of tobacco, electronic cigarettes, or any other controlled substance
6. Vandalism to any part of the bus (restitution will be made)
7. Holding on to, or attempting to hold on to, any portion of the exterior of the bus
8. Any "Danger Zone" infringement (must walk 10 feet out from the bumper of the school bus to be seen by the driver at all times)
9. Lighting of matches, lighters, or any flammable object or substance
10. Unauthorized entering or leaving bus through emergency door
11. Tampering with bus equipment
12. Possession or threat of weapons, explosives, flammables, etc.
13. Possession or use of laser pens/pointers
14. Any violation committed on any bus outside of regular transportation to and from school (activity, field trip, shuttles, etc.) will carry a minimum penalty of a class II first violation.

Disciplinary Response: Class II

Bus drivers will communicate and work with the Principals regarding student misbehavior.

Class II Violations	Disciplinary Response
1 st Violation:	5 day loss of bus privileges
2 nd Violation:	10 day loss of bus privileges

3rd Violation:

- (1) 10 days minimum loss of bus privileges
- (2) Loss of all transportation services
- (3) Parent/Principal/Safety Traffic Operations meeting

4th Violation: Possible total loss of transportation services

Guidelines for Lost / Stolen / Damaged iPads and Accessories

iPad Handbook Overview

The iPad Handbook states that when a student's iPad is lost, stolen, or willfully damaged, the consequences include loss of the privilege to take an iPad home and additional instruction in appropriate iPad use. These consequences will be applied in cases of:

- Broken screens caused by intentionally throwing or dropping the device;
- Swinging a bag or backpack with a device inside; stepping on the device;
- Intentionally spilling a liquid on the device; hitting another person or object with the device;
- Damage caused to a device that was not in the district-issued case;
- Tampering with the internal components of the iPad;
- Making unauthorized modifications to the operating system, known as hacking the device;
- Loss or damage to the Lightning-to-USB cable, 12W power adapter, and case.

Fees/Fines Not Permitted

Minnesota State Statute sections 123B.34 to 123B.39 regulate the fees public schools may charge students and families. Based on the SPPS District Legal Department's interpretation of these sections, **sites may request, not require**, families to pay for damaged or missing accessories or iPads. Any funds collected are processed by the school clerk as a gift and deposited in the school's general account. At this time, there are no fines for missing or damaged iPads. These guidelines follow MN state statutes on the collection of fines and fees.

- **No fines can be required. Families may be requested to contribute to replacement costs.**
- **No fines can be required** for an iPad due to leasing agreements from Apple and MN state statutes.

End Of School Year Non>Returns

As a consequence for failure to return iPads and accessories, schools cannot deny access to diplomas or course credit. They may limit participation in end of year activities such as:

- School picnic
- Field trip celebration

Promoting Positive Behavior & Stewardship With An iPad

Schools have promoted and encouraged proper iPad care and stewardship through the following options and strategies. Please use the options below as a guide and inspiration as you customize solutions that will meet the needs of the students in your building.

- Actively involve building principals, administration and PBIS teams when addressing lost/damaged/missing devices.
- Create or modify a PBIS strategy the student must complete to regain privileges.
- Limit or restrict iPad take-home permission.
- Create "Check Out" policies in the Media Center or similar location to limit unsupervised access to devices.
- Enable Restrictions or other management features.
- Completion of "Common Sense Media" or other online modules promoting positive behavior and ethical use of digital devices.

Security Policies For Lost / Stolen / Damaged Devices

- When an iPad has been recorded as "Lost" or "Stolen" a secure management profile is installed rendering the iPad as useless for resale or personal use.
- After a SPPS iPad has been "wiped", the screen will display "Hello" and look like it is able to be sold or kept for personal use.

- During the setup process, the SPSP management profile will be activated and ask for Active Directory credentials. iPad setup cannot continue unless active and valid credentials are provided.
- If the iPad has been recorded as lost/stolen/damaged in Fuji/Destiny and valid Active Directory credentials are provided, the iPad will go into "Lost" mode and be rendered useless.
- **iPads are not able to be sold or repurposed for personal use.**

Glossary of Terms

Absence –

- **Chronic Truancy Absenteeism** – Missing 10 percent or more of school days for absences for any reason.
- **Tardiness** – Arriving late to school or to class.
- **Unexcused** – Unauthorized absence from school or class. Students with continued unexcused absences may be referred to the school's Attendance Team and referred for truancy or educational neglect to the School Attendance Matters (SAM) Program.

Deleted: Continued unauthorized absences. Student will be referred to social worker for consideration to file a court petition or referred to the Truancy Intervention Program (TIP). Ordinarily, chronic truancy does not warrant dismissal.

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

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

Alcohol, Possession/Use/Under the Influence – Possession, use, or being under the influence of any alcoholic product while on school grounds or at school sponsored activities. Student may be referred for a chemical use assessment. For more details, see Board Policy 504 online at spps.org/boardpolicies.

Alternative to Expulsion (A2E) – An alternative learning environment for students who have been recommended for expulsion in grades 2-12. A2E allows students to earn school credit while preparing to return to a traditional school setting. The student who has committed an expellable behavior violation must attend the A2E program before returning to the traditional school setting. This includes students who choose to leave the district temporarily after the recommendation for expulsion and then chooses to return back to the district; upon their return, they will have to complete the A2E program.

Arson – The intentional destruction of or damage to property by means of fire or explosives. If designating this violation as a Level 5, combustible or flammable liquid must have been used. For more details, see: Minn. Stat. § 609.561, Minn. Stat. § 609.562, Minn. Stat. § 609.563, Minn. Stat. § 609.5631, Minn. Stat. § 609.5632 (arson in 1st through 5th degrees with definitions).

Assault – The intentional infliction of bodily harm upon a person who is not an SPPS staff member, without the person's consent. See also Assault on Staff.

Assault, Aggravated (substantial or great bodily harm) – The intentional infliction of substantial bodily harm, or great bodily harm, upon another who is not an SPPS staff member. See also Assault on Staff, Aggravated.

Assault, Aggravated (firearm, dangerous weapon, or other weapon) – Committing an act with a firearm, dangerous weapon, or other weapon with intent to cause fear in another of immediate bodily harm or death.

Assault on Staff – The intentional infliction of bodily harm upon an SPPS staff member, without the person's consent. See also Assault.

Assault on Staff, Aggravated (substantial or great bodily harm) – The intentional infliction of substantial bodily harm, or great bodily harm, upon an SPPS staff member, without the person's consent. See also Assault, Aggravated.

Audio Alert Device – Any device intended to be used to produce audio signals for purposes of repelling an attack or intrusion by others.

Behavior Skills Training – Students receive behavioral skills training from a school staff member in one or multiple sessions during the school day to learn, relearn and practice positive, appropriate school behaviors, usually in response to a disciplinary incident.

Bodily Harm – Physical pain or injury, illness, or any impairment of physical condition. For more details, see Minn. Stat. § 609.02. subd. 7.

Bullying – For the definition of Bullying, see Board Policy 505. Examples of bullying include, but are not limited to: (1) one student repeating an untrue, and objectively offensive, rumor throughout school about another student; (2) an older student repeatedly gesturing at a younger student as if the older student plans to hurt the younger student; (3) a student who is actually or perceived to be more popular convincing multiple other students not to be friends with a student who is actually or perceived to be less popular; (4) one student posting an embarrassing photo of another student on social media where other students can view it, causing the student in the photograph such distress that the student stops attending school; or (5) one student threatening to beat up another student after school, causing the second student to be too afraid to participate in any after school activities.

Bullying Using Technology (Cyberbullying) – This type of bullying takes place using technology or other electronic communication. See Board Policy 505 (online at spps.org/board-policies).

Bus Safety Class – An alternative to a bus suspension that requires student and parent to attend an educational class on bus safety.

Bus Violations – Any violation of this Handbook that occurs on or near any school bus or school bus stop. Disruptive behavior on the bus is reported as 'Disruptive Behavior To and From School.' Any other bus violation should be changed to the event type associated with the student's actions, even if they took place on the bus. For example, a fight on the bus is coded as 'Fighting,' not 'Disruptive Behavior To and From School.' For more details, see Board Policy 707.02 online at spps.org/board-policies.

Cannabis, Possession/Use/Soliciting/Selling/Under the influence

Use and/or possession of cannabis at any school or work location. See Board Policy 504.00 at spps.org/board-policies.

CARE Assessment The Collaborate Assess Respond Evaluate (CARE) process assesses threats of violence, harm, or threatening behaviors to self or others, and determines the probability that a person will engage in harmful behavior.. The purpose of the CARE Process is to guide a site-based team through an information gathering process that will result in a support plan to maximize student safety and provide all students with support needed. The SPPS Office of Security and Emergency Management (SEM) and the District CARE Team shall provide training, resources, and on-site assistance when requested.

Cellular Phones & Personal Electronic Devices - Personal electronic devices include, but are not limited to, cellular telephones, tablets, laptops, Bluetooth and wired devices (e.g. earbuds) connected to personal electronic devices, pagers, walkie-talkies, electronic mail devices, MP3 players, smart watches, and personal gaming systems
See Board Policy 504.00 at spps.org/board-policies.

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

Chemical Health Assessment – A student may be referred to voluntarily engage in an assessment, completed by a community agency, to determine their level of involvement with alcohol or other chemical use.

Classroom-Managed Behavior – Behavior that is handled in the classroom setting using the continuum of classroom interventions and consequences supported by a building's School-Wide Discipline Plan.

Coercion – Coercion occurs when a person causes someone else to act against their will or to refrain from doing a lawful act by threatening, orally or in writing, to:

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Inflict physical harm upon or confine someone (when it's not a robbery or attempted robbery);
Inflict damage to someone's property;
Injure a business, trade or profession;
Expose a deformity or secret, publish a defamatory statement, or otherwise expose a person to ridicule or disgrace;
Make or cause to be made a true or false criminal charge; or
Commit a violation under Section 617.261 (Nonconsensual Dissemination of Private Sexual Images).

Conflict Resolution – A way for two or more parties to find a peaceful solution and negotiate a resolution to a disagreement.

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

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

Damage to Property of Others – Intentional damage to property of staff members and/or others.

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

Defiance of Authority – Intentional refusal to follow directions given by a staff member. Examples include, but not limited to:

- When a student is clear about an expectation after being reminded of it, and then intentionally does the exact opposite to elicit a response.
- When students are not following adult directions but it does not fit into another category. For example, we tell students, "don't fight," but if they fight we do not put it under "defiance of authority," we put it under "fighting." Examples would include work refusal and verbally responding to the teacher that they will not follow their directions ("You can't make me;" "I don't have to listen to you;" "No").
- When students persistently refuse to go to class.

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

Discrimination – Discriminate or discrimination includes all unequal treatment of any individual by reason of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, sexual or affectional orientation, gender identity and expression, familial status, or disability. For purposes of discrimination based on sex, it includes sexual harassment. For more details, see Board Policy 102.00 and Board Policy 415.00 online at spps.org/boardpolicies.

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

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

Disruptive Behavior, Severe – Situations and/or actions that may endanger or have endangered the safety of others; or significantly violent, or threatening behavior that severely disrupts school, a school-sponsored activity, or a school-supervised activity held off school premises.

Disruptive Behavior To and From School – Behavior that endangers or harasses students on their way to and from school, or at the bus stop, or diverts the bus driver’s attention from driving. See additional information regarding definitions, interventions, and responses online at spps.org/transportation. For more details, see Board Policy 707.02, and Board Procedure 709.01 online at spps.org/boardpolicies.

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Drugs or Controlled Substances, Possession/Use/Soliciting/Selling – The unlawful use, cultivation, manufacture, distribution, sale, purchase, possession, or transportation of any drugs or controlled substance; unlawfully being under the influence of any drugs or controlled substance; or possession of equipment or devices used for preparing or taking drugs or controlled substances. Student may be referred for a chemical use assessment. For more details see Minn. Stat. § 152.01, subds. 1-23 (Def. of controlled substances), Minn. Stat. § 152.02, Minn. Stat. § 152.021, Minn. Stat. § 152.022, Minn. Stat. § 152.023, Minn. Stat. § 152.024, Minn. Stat. § 152.025 (controlled substance crimes in the 1st through 5th degrees), and Board Policy 504.00 online at spps.org/boardpolicies.

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

Explosive Device, Possession/Use/Or Intent to Use – Possessions, use, or intent to use an explosive device such as a bomb, grenade, mine, rocket, missile, pipe bomb, or similar device designed to explode and capable of causing bodily harm or property damage.

Expulsion – The legal act taken by the Board of Education to prohibit an enrolled pupil from further attendance for up to 12 months from the date the student is expelled in accordance with Minnesota Statutes §121A.40 to 121A.56.

Family Group Conference – School-based Family Group Conferencing is a restorative practice that supports school staff to come together with students and families to develop a plan to support the student's school engagement, accountability, and success.

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

Firearm – Firearms are banned from all property owned or controlled by Saint Paul Public Schools. A firearm is defined in Minn. Stat. § 609.666, subd.

1(a) as a device designed to be used as a weapon, from which is expelled a projectile by the force of explosion or force of combustion. For more details see Board Policy 903.00, and Minn. Stat. §121A.44.

Fires and False Fire Alarms –

(1) Failure to exercise ordinary caution, resulting in fire in a school building or damage to school property.

(2) False fire alarm – the giving of a false alarm of fire or the tampering or interference with any fire alarm system. Staff is required to notify police and fire departments. Student consequences include suspension, possible administrative transfer and restitution for damage.

Gambling – Playing a game of chance for stakes.

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

Great Bodily Harm – Bodily injury which creates a high probability of death, or which causes serious permanent disfigurement, or which causes a permanent or protracted loss or impairment of the function of any bodily member or organ or other serious bodily harm. For more details, see Minn. Stat. § 609.02, subd. 8.

Harassment Based on Protected Status – Harassment includes physical or verbal conduct, or communication directed at an individual that is:

(1) based on an individual's race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with respect to public assistance, familial status, sexual or affectional orientation, gender identity and expression, or disability; and

(2a) has the purpose or effect of creating an environment that is intimidating, hostile, or offensive with respect to that individual; or

(2b) otherwise adversely affects the individual's employment, educational opportunities or access to a benefit from the school district.

Examples of gender identity harassment include refusing to use the correct name and pronoun, violating personal privacy or data privacy including "outing" the student, physically barring or in other ways making it difficult to access facilities consistent with the student's identity or expression.

For more details, see Minn. Stat. § 121A.03, and Board Policies 415.00, 510.00.

Hazing – Committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. Prohibited conduct includes, but is not limited to, any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body. The policy applies to student conduct occurring on or off school property and during and after school hours. When such acts occur off school property, the prohibition against hazing applies if any connection to Saint Paul Public Schools is implicit or explicit. For more details, see Board Policy 501 online at spps.org/boardpolicies. Also, see Assault.

Horseplay - Rough play in which students push and hit each other.

Incapacitation Device – a device designed or intended by the manufacturer to be used to temporarily immobilize or incapacitate

(1) persons by means of electronic pulse or a current;

(2) any pain compliance device; or tear gas or tear gas derivative, or any substance intended to function similar to tear gas.

For more details see Minn. Stat § 624.731.

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

In-School Monitoring – A student may stay in school and allowed to attend classes, but must check in with designated staff at appropriate times. Staff may escort student in the hall or to the restroom when appropriate.

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

Intent, Intentionally, or Intentional – "With intent to" or "intentionally" or "intentional" means that the student/ actor either has a purpose to do the thing or cause the result specified, or believes that the act, if successful, will cause that result. For more details see Minn. Stat. § 609.02, subd. 9.

Intentional Damage of District Technology Resources – Willful damage to hardware, software or other equipment.

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

Interim Alternative Educational Setting – An action taken by school and district administration to remove the special education student to an interim alternative educational setting for not more than 45 days. An Interim Alternative Educational Setting (of up to 45 school days) can ONLY be used if a student with a disability does the following at school, on school premises or at a school function (34 CFR § 300.530(g)):

(1) Carries a dangerous weapon or possesses a dangerous weapon (defined as a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length) 18 USC §930(g)(2) (definition);

(2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance (34 C.F.R. § 300.530 (definition)); or

(3) Inflicts serious bodily injury upon another person (defined as a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ, or mental faculty) 18 USC §1365(h)(3)(g)(2) (definition).

The determination of an appropriate interim alternative educational setting is made by the student's IEP team on a case-by-case basis.

Intervention – An opportunity for students to learn appropriate behavior with the goal of facilitating positive behavioral change. An intervention may involve school staff as well as support staff in the broader community.

Intimate Parts – Includes the primary genital area, groin, inner thigh, buttocks, or breast (as well as the clothing covering the immediate area of the intimate parts). For more details, see Minn. Stat. § 609.341, subds. 5, 11.

Language –

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

Leaving School Grounds, Unauthorized – Leaving school grounds during school hours without proper clearance. For more details, see Board Policy 503.03 online at spps.org/boardpolicies.

Local Commission -- an agency of a city, county, or group of counties created pursuant to law, resolution of a county board, city charter, or municipal ordinance for the purpose of dealing with discrimination on the basis of race, color, creed, religion, national origin, sex, age, disability, marital status, status with regard to public assistance, sexual orientation, or familial status. As a protected class, we cannot discriminate or retaliate against anyone who serves on a local commission as defined by Minn. Stat. § 363A.03

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

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

Manifestation Determination – A meeting where parents of a student with an IEP and school staff review relevant information about the child and answer two questions: 1. Was the behavior caused by, or have a direct and substantial relationship to the child's disability? 2. Was the behavior the direct result of the school's failure to implement the child's IEP? If the answer is "yes" to either of the above questions, then the behavior is determined to be a manifestation of the child's disability.

Medication Policy Violation – Students using or distributing prescription or non-prescription medication in an unauthorized manner. For more details, see Board Policy 516 online at spps.org/boardpolicies. See also Drugs or Controlled Substances, Possession/Use/Soliciting/Selling.

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

Mentoring Program – With parent/guardian permission, a student may voluntarily meet with a trusted adult who is available to offer support and guidance. The mentor may be a school staff person or someone from the community. A number of schools have mentor programs.

Minnesota Pupil Fair Dismissal Act – The Pupil Fair Dismissal Act is a state law that protects all students, with or without disabilities, in suspension, expulsion, and exclusion proceedings. For more details, see Minn. Stat. § 121A.40 to § 121A.56.

Nonexclusionary Disciplinary Policies and Practices – Policies and practices that are alternatives to dismissing a student from school, including but not limited to, evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title 1 services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under Minn.Stat. § 120B.12 (Reading Proficiency No Later Than The End Of Grade 3), Minn.Stat. § 121A.575 (1) and (2)(Alternatives To Pupil Suspension); Minn.Stat. § 121A.031, Subd. 4(a)(1)(School Student Bullying Policy), Minn.Stat. § 121A.61, Subd. 3(r)(Discipline And Removal Of Students From Class), and Minn.Stat. § 122A.627(3)(Positive Behavioral Interventions And Supports).

Office Discipline Referral (ODR) form – The SPPS standardized electronic ODR form is aligned to the SPPS Rights and Responsibilities handbook, Infinite Campus, and the School-Wide Information System (SWIS). It includes the fields required in order to identify and address issues related to school-wide behavior systems issues including disproportionality.

Office-Managed Behavior – Behavior handled outside the classroom setting (using the continuum of support, both interventions and disciplinary responses, used by behavior support staff and administrators) which results in lost instructional time and is documented on the SPPS Office Discipline Referral form.

Office of Security and Emergency Management – This office is dedicated to providing safe and secure learning environments in Saint Paul Public Schools. They review and improve safety and emergency plans at all SPPS sites on an ongoing basis and supervise security staff to help prevent and solve potential problems throughout the district. The office coordinates its work with various community resources such as police, fire, and emergency responders. Contact the office by calling 651-767-8370.

Other Prohibited Items, Possession – Examples may include (but are not limited to): ammunition, lighters (without possession of other tobacco products), handcuffs, and any other toys or objects (to include toy guns that do not meet the definition of a replica firearm, toy knives, toy swords, etc.) that would not be identified as a weapon but may cause disruption. These items are not considered to be weapons.

Parent – Student's legal guardian as listed in CAMPUS.

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

Parking Violation – Parking in an unauthorized area on school property. For more details, see Board Policy 501.02 (online at spps.org/boardpolicies).

Physical Aggression (Bodily Harm) – An intentional act by a student resulting in bodily harm.

Physical Aggression (Substantial Bodily Harm) – An intentional act by a student resulting in substantial bodily harm. It includes, but is not limited to, kicking and slapping. "Substantial bodily harm" means bodily injury that involves a temporary but substantial disfigurement, or that causes a temporary but substantial loss or impairment of the function of any bodily member or organ, or that causes a fracture of any bodily member. Minn. Stat. § 609.02, subd 7a.

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

Physical Contact (No Bodily Harm) – Students engage in inappropriate physical contact, such as pushing, spitting, horseplay and intimidation.

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

Possession/Use –

- **Dangerous Weapon Other Than a Firearm** – A "dangerous weapon other than a firearm" is defined as
 - any device or instrument designed as a weapon and capable of producing death or great bodily harm
 - any device modified so that it may be used as a weapon and capable of producing death or great bodily harm
 - any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm
 - any fire that is used to produce death or great bodily harm
 - any knife with a blade equal to or greater than 2.5 inches in length
 - any replica firearm, BB gun, or pellet gun
 - brass knuckles

For more details, see Minn. Stat § 609.02, subd 8 (def. great bodily harm), Minn. Stat § 609.02, subd 6 (def. of dangerous weapon), Minn. Stat § 609.66 subd. 1d 18 U. S. C. § 930(g)(2) (def. dangerous weapon), St. Paul Legis. Code § § 225.01, 225.02, and Board Policy 903.00.

- **Other Weapon or Object, not a firearm and not meeting Minnesota Statute dangerous weapon definition**
- **Other weapon includes any device or instrument** – including any non-conventional weapon – that, in the manner it is used or intended to be used, is calculated or likely to produce bodily harm or substantial bodily harm, or fear of any degree of bodily harm. (Other weapons include knives with blades under 2.5 inches, look alike weapons, box cutters, etc.). See Minn. Stat. § 609.02 subds. 7, 7a, 9, and 17; Minn. Stat. § 609.713, subd. 3(b) (def. BB gun & replica firearm); and Minn. Stat. § 624.713 (ammunition).

Pyrotechnic Devices, Possession and/or Detonation – A firework or firecracker that can cause combustion.

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

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

For more details, see Minn. Stat. § 121A.03, and Board Policy 415.00.

Racial or Religious Violence – Racial or religious violence is a physical act of aggression or assault or the threat of aggression or assault upon another because of, or in a manner reasonably related to, race or religion. Such an act may also constitute a criminal law violation. For more details, see Minn. Stat. § 121A.03, Board Policy 415.00.

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

Recess Detention – Withholding recess from a student as an intervention or disciplinary response. Recess detention is prohibited unless the student is likely to cause physical harm to students or staff; the parent(s)/guardian(s) agrees; or an IEP team determines that withholding recess is appropriate. It is prohibited to withhold recess because a student has incomplete schoolwork.

Record and Identification Falsification – Falsifying or altering signature or data, refusing to give proper identification or giving false identification to staff.

Referral for Other or Outside Services – Chemical use assessment, social worker, mental health, etc.

Removal from Class – An action taken by a teacher, principal or other school district employee to prohibit a student from attending class for a period of time (must be less than half of a day). Please note: More than half of a day becomes In-School Suspension.

Restitution – Repairing harm or replacing items that were stolen or damaged or providing fair market value by way of compensation or service. It requires a student to pay for or fix damages or misappropriation of property and may be imposed separately or in addition to other sanctions.

Restorative Practice Strategies – Ways to invite students, families, community members and staff into relationships to build empathy, caring and communication skills. Restorative practices focus on building a sense of community and on the strengths and capacity of the participants. When restorative practices are successful, all feel safe in the school, because deep and lasting relationships are built among stakeholders. Community building circles, repair of harm circles, restorative chats, peer mediation, and family group conferencing are examples of restorative practice strategies

Robbery – The taking of personal property from another person or in the presence of another using or threatening the imminent use of force against any person to overcome the person's resistance or powers of resistance to, or to compel acquiescence in, the taking or carrying away of the property. If force or threat of force is not used, see Theft.

Saturday School – School on a Saturday provided as an alternative to suspension from school.

School Attendance Matters (SAM) – This refers to the SPPS school attendance procedures. See spps.org/attendance.

School-Wide Discipline Plan (SWDP) – A flowchart that distinguishes a building's plan and procedures for handling classroom-managed and office-managed behaviors. The SPPS School-Wide Discipline Plan is a standardized template

used by all SPPS schools. The template is available in Schoology for PBIS Representatives and from the Office of School Support.

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

Sexual Contact – Includes the consensual and non-consensual touching of another person's intimate parts or forcing a person to touch any person's intimate parts, and committed with sexual or aggressive intent. For more details, see Minn. Stat. § 609.341, subds. 5, 11. See Intimate Parts.

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

- (1) that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment, educational, or school district environment
- (2) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education or a benefit from the school district or
- (3) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education or access to a benefit from the school district. For more details, see Minn. Stat. § 121A.03, Board Policy 415.00.

Sexual Misconduct, Aggravated – Any violation of Minn. Stat. § 609.342 (criminal sexual conduct in the 1st degree) through Minn. Stat. § 609.345 (criminal sexual conduct in the 4th degree). Criminal sexual conduct amounting to a violation includes criminal "sexual contact" or any other sexual act that would be a criminal act if committed by an adult (1) that is accomplished by force, coercion, or threat of a dangerous weapon, (2) that is committed against the person the actor knows or has reason to know is mentally impaired, mentally incapacitated or physically helpless, or (3) that otherwise violates Minn. Stat. § 609.342- 609.345. For more details, see Minn. Stat. § 609.342-.345. See Intimate Parts, Sexual Contact, and Sexual Violence.

Sexual Violence – Sexual violence is a physical act of aggression or force, or the threat of aggression or force, that involves the touching of another person's intimate parts (as well as the clothing covering the intimate parts), or forcing a person to touch any person's intimate parts. For more details, see Minn. Stat. § 121A.03, Minn. Stat. § 609.341, and Board Policy 415.00. Such an act may also constitute a criminal law violation. See Assault, Intimate Parts, Sexual Behavior, Sexual Contact, and Sexual Misconduct, Aggravated.

Student Assistance Team (SAT) – A general education initiative that provides support for teachers in meeting the unique learning and behavioral challenges of their students. The goal of the SAT is to assist those students needing differentiated instruction, behavioral supports, or other interventions to assure their success in the general education setting. The focus is on prevention and the teaching of new skills in the general education setting.

Student Conference – Administrative discussion or communication with students to address their academic or behavioral issues.

Student Dress – Manner of dress or personal grooming that does not fit within the policies or guidelines practiced by the school or district. For more details, see Board Policy 501.03, and Board Policy 501.04 (online at spps.org/boardpolicies).

Student Response Team (SRT) – Formerly known as "Pupil's Problem Committee." For serious behavior concerns, this committee meets to problem solve interventions and next steps.

Substantial Bodily Harm – Bodily injury that involves a temporary but substantial disfigurement, or that causes a temporary but substantial loss or impairment of the function of any bodily member or organ, or that causes a fracture of any bodily member. For more details, see Minn. Stat. § 609.02, subd. 7a.

Suspension – An action taken by the school administration to prohibit a student from attending school for a period of greater than one (1) day and no more than ten (10) school days. An additional five days may be added if exclusion or expulsion is being considered, or if the student's presence will create an immediate and substantial danger. See Minn. Stat. § 121A.41, and Board Policy 506.03.

Tardiness – Arriving late to school or to class. See also Absence.

Teasing and Name Calling – Occurrences of teasing or name calling with or without the intent to injure, degrade, disgrace, or intimidate other individuals that do not meet the definition of Bullying.

Technology Misuse/Violation – Student engages in inappropriate use of technology including and not limited to iPad, mobile device, personal electronic device, camera, computer and/or other. Student removal of a memory card or battery from a camera, phone, or mobile device while it is in the process of being confiscated is considered grounds for disciplinary action by school administration. For more details, click see Board Policy 520 Technology Usage and Safety.

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

Theft – Unauthorized taking/possession of school district property and of the property of another including but not limited to jackets, expensive electronics, etc.

Threats – Any oral, written, or physical expression of intention to cause harm or violence to another person or another's property. Examples of threats that violate this policy include, but are not limited to, threats to damage an individual's property, such as a car or computer, threats to assault another individual, or non-specific threats to cause injury to another individual. Examples of expressions that may not constitute threats include, but are not limited to, jokes, sarcastic remarks, friendly banter, or frustrated outbursts made without intent. *Administrators should carefully evaluate the intent of the student making the expression and consider the factors identified on Page 14. * Threats are reported using the following three categories:

- **Threats, In Person** – Any expression of intention to cause harm or violence to another person or another's property that is delivered by someone in immediate physical proximity to the person being threatened. The potential for immediate harm or violence must exist.
- **Threats, Not In Person** – Any expression of intention to cause harm or violence to another person or another's property that is delivered virtually or by other means.
- **Threats, Aggravated** – Any threat of violence:
 - (i) made with the intent to cause extreme fear or panic within a substantial portion of the school community;
 - (ii) made with the intent to cause evacuation or lockdown of a building, place of assembly, school event, or vehicle;
 - (iii) made repeatedly against an individual or group; OR
 - (iv) any expression that does not meet the definition of threat, but is made with reckless disregard for the risk of, and actually causes, the extreme fear, panic, evacuation, or lockdown contemplated by (i) and (ii).

Deleted: Students are not permitted to access the Internet via personal Wi-Fi accounts, 3G/4G cards, anonymous proxy sites, or by any other manner while on Saint Paul Public Schools property or at district functions.

Examples of an aggravated threat may include, but are not limited to, a student calling in a bomb threat, a student posts on social media that the student intends to commit a school shooting, a student threatens to burn down a school building or school bus, or a student makes a joke causing the lockdown of a school building.

Administrators considering this violation should carefully review the definition of threat used by this Handbook in determining whether the appropriate violation is Threats; Threats, Aggravated; or Abusive Language.

Tobacco and Other Tobacco Related Devices, Possession/Use – Students are prohibited from having tobacco, lighters, matches, e-cigarettes, electronic delivery devices, and tobacco related devices in their possession. Possession or use of any type of tobacco product by a student will be governed by Minnesota Statutes and SPPS Board of Education policy regarding Tobacco Free Environment. Three cumulative violations will result in a referral to Ramsey County Attorney. For more details, see Board Policy 414.00 online at spps.org/boardpolicies.

Trespassing – Being physically present on school property or at a school activity after being directed to leave by a school administrator or other person lawfully responsible for the control of the premises. Being on school grounds during a dismissal or suspension period is considered trespassing. For more details see Minn. Stat. § 609.605, subd. 4; St. Paul Legis. Code § 283.01-283.03.

Unauthorized Use of School Property – The unauthorized or illegal use of school property for non-school sponsored activities.

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

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

Appendix I - Board of Education Policies

501.00 Hazing Prohibition

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

Definitions

1. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - a. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - b. 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.
 - c. 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.
 - d. 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.
 - e. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of the School District policies or regulations.
2. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization need not be an official school organization to fall under this definition.

Reporting Procedures

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

School District Action

Upon receipt of a complaint or report of hazing, the School District shall undertake or authorize an investigation by the administrator to whom the principal reports or a third party designated by the School District.

The School District may take immediate steps to protect the complainant, reporter, students, or others pending completion of an investigation of hazing. Upon completion of the investigation, the School District will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences shall be sufficiently severe to deter violations and to appropriately discipline prohibited behavior.

Reprisal

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

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

Dissemination of Policy

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

Legal References:

- Minn. Stat. § 121A.69

Cross References:

- Board Policy 506.00 Student Discipline
- Board Policy 415.00 Harassment, Violence and Other Offensive Behavior

505.00 Bullying Prohibition

Purpose

A safe and supportive environment is vital for Saint Paul Public Schools ("the District") to support academic and social success for all of its students. Students attending school in the District are expected to respect themselves, the learning environment, other students, their parents/guardians, families and all staff. Bullying is strictly prohibited in the District. This policy addresses bullying of students; other policies apply to treatment of employees.

In an effort to provide a safe and positive school culture for all of its students for all students, it is the District's intent to:

- Teach, model, and reinforce positive behavior, and
- Investigate, respond to, remediate, and discipline bullying behavior that has not been successfully prevented.

Definitions

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:
 - (1) there is an actual or perceive imbalance of power between the student engaging in prohibited conduct and the target of the behavior and the conduct is repeated or forms a pattern; OR
 - (2) materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.
- B. "Cyberbullying" means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet Web site forum, transmitted through a computer, cell phone, or other electronic device.
- C. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- D. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct.
- E. Intimidating, threatening, abusive or harming conduct includes, but is not limited to, conduct that:

- causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property; violates a student's reasonable expectation of privacy;
 - defames a student;
 - constitutes intentional infliction of emotional distress against a student; or
 - is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in chapter 363A.
 - creates a hostile educational environment for a student, or
 - subjects a student to intimidation, ridicule, embarrassment or social isolation.
- F. "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

- A. Bullying or cyberbullying against a student, by either an individual or a group, is prohibited in Saint Paul Public Schools.
- B. Reprisals or retaliation by any student or District employee against any person who in good faith asserts, alleges, or reports prohibited conduct or provides information about such conduct are prohibited.
- C. Knowingly making a false report of bullying is prohibited.
- D. Prohibited conduct is prohibited:
 1. On school property, school district-provided transportation, or at designated locations for students to wait for school district-provided transportation.
 2. During any school-sponsored or school-sanctioned program, activity, event or trip.
 3. Using school computers, electronic technology, networks, forums, or mailing lists.
 4. Using electronic technology off the school premises that materially and substantially disrupts a student's learning or school environment.
- E. This policy applies to individuals who directly engage in an act of bullying, as well as to those individuals who, by their behavior, indirectly support another's act of bullying.
 1. Employees, volunteers, and contractors of the District shall not allow bullying. Any school employee who witnesses prohibited conduct, or possesses reliable information that would lead a reasonable person to suspect that a student is a target of prohibited conduct, must make reasonable efforts to address and resolve the prohibited conduct. This policy also applies to individuals who, by their indirect behavior, support another's act of bullying.
 2. Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

Investigations

- A. The responsible administrator for implementation of, and questions regarding, this policy in any school building is the building principal, site administrator, or principal's or site administrator's designee.
- B. Any person who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct, which may constitute bullying, should report the alleged acts immediately, or as soon after the incident as possible.
- C. The responsible administrator shall initiate an investigation into all reports of prohibited conduct within three school days of the report.
- D. Pending the completion of the investigation, the District shall take immediate steps to protect the target, reporter, students, bystanders, and others as necessary and consistent with applicable law.
- E. During the investigation, the individual alleged to have engaged in prohibited conduct will be allowed to present a defense.

- F. Complaints and investigations of bullying shall be documented using Form 415.00.1: Report of Discrimination, Harassment, Violence, Bullying and Other Offensive Behavior. The responsible administrator shall maintain all documentation regarding the complaint and investigation in accordance with procedures created by the Superintendent.
- G. The investigation shall be conducted in accordance with this policy and the procedures created by the Superintendent.
- H. A report of prohibited conduct may be made anonymously. However, the responsible administrator may not rely solely on an anonymous report to determine discipline.
- I. In determining whether a reported incident constitutes bullying, and the appropriate response, the District may take into account all relevant circumstances including, but not limited to, the following factors:
 - 1. The age, maturity, and understanding levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidents or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.
- J. Data collected by the District during an investigation is subject to the Minnesota Government Data Practices Act and the Family Educational Rights and Privacy Act.

Responses

- A. When a complaint of prohibited conduct is substantiated, the responsible administrator will consider all available remedial responses and take appropriate action and/or intervention in accordance with the Student Behavior Handbook: Rights and Responsibilities and the procedures created by the Superintendent.
- B. Where appropriate for a child with a disability to prevent or respond to prohibited conduct, the child's individualized education program or section 504 plan will address the skills and proficiencies the child needs to respond to or not engage in prohibited conduct.

Publication, Information, and Training

- A. This policy will be publicized through: (1) new employee materials; (2) inclusion in the Student Behavior Handbook: Rights and Responsibilities for Students, Parents, Guardians and Staff; (3) posting on the District's website; (4) provision to each school employee and independent contractor, if a contractor regularly interacts with students, at the time of employment with the District; and (5) conspicuous posting in summary form in administrative offices throughout the District.
- B. The District will require ongoing professional development, consistent with the law, to ensure implementation of this policy.
- C. The District will provide information about available community resources to the target of prohibited conduct, the actor, and other affected individuals, as appropriate.

Legal References:

Minn. Stat. § 121A.031 (School Student Bullying Policy)
 Minn. Stat. § 121A.03 (Model Policy)
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 Minn. Stat. § 121A.69 (Hazing Policy)

Cross References:

102.00 Equal Opportunity/Non-Discrimination
 415.00 Harassment, Violence and Other Offensive Behavior
 501.00 Hazing Prohibition
 506.00 Student Discipline
 Student Behavior Handbook: Rights and Responsibilities

415.00 Discrimination, Harassment, Violence, and Retaliation

Purpose

Saint Paul Public Schools ("the District") believes in the dignity of its students, staff, and all other District personnel. To that end, the District strives to maintain a learning and working environment that is free from discrimination, harassment or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District also strives to maintain a learning and working environment that is free from retaliation. The District will act to investigate all complaints of violations of this policy. In responding to violations of this policy, the District will take appropriate and proportional action to protect all victims, deter similar future behavior, and accomplish the District's core mission to educate and promote growth.

General Statement of Policy

- A. This policy applies to students, teachers, administrators, and all other District personnel.
- B. The policy of the District is to maintain a learning and working environment that is free from discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District prohibits any form of discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- C. The policy of the District is to maintain a learning and working environment that is free from retaliation. The District prohibits any form of retaliation.
- D. A violation of this policy occurs when any student, teacher, administrator, or other District personnel discriminates against or harasses a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- E. A violation of this policy occurs when any student, teacher, administrator, or other District personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.
- F. A violation of this policy occurs when any student, teacher, administrator, or other District personnel engages in retaliation or threatens retaliation against any person who has or is believed to have (1) reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation; (2) made a good faith report of an alleged violation of this policy or any other policy, law, or regulation; (3) acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation; (4) testified, assisted, or participated in any fact-finding investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or (5) assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.
- G. A violation of this policy occurs when any student, teacher, administrator, or other District personnel intentionally makes a false report of discrimination, harassment, violence, or retaliation.
- H. The District will act to investigate all complaints, either formal or informal, verbal or written, of discrimination, harassment, or violence based on a person's race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District will act to investigate all complaints, either formal or informal, verbal or written, of retaliation. The District will act to discipline or

take appropriate action against any student, teacher, administrator, or other District personnel who is found to have violated this policy.

Definitions

- A. District personnel, solely for the 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. Harassment prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03 when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. otherwise adversely affects an individual's employment or academic opportunities.
- C. Immediately means as soon as possible but in no event longer than 1 business day. A business day is defined by the federal government calendar, and not by the District school calendar.
- D. Protected Classifications: Definitions
 - 1. "Disability" means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 - 2. "Familial status" means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor's legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
 - 3. "Gender" means the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.
 - 4. "Gender Expression" means the manner in which persons represent or express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.
 - 5. "Gender Identity" means a person's deeply held sense or knowledge of their own gender.
 - 6. "Marital status" means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 - 7. "National origin" means the place of birth of an individual or of any of the individual's lineal ancestors.
 - 8. "Race" is inclusive of traits associated with race, including but not limited to hair texture and hair styles such as braids, locs, and twists.
 - 9. "Sex" refers to a person's biology and is generally categorized as male, female, or intersex. "Sex" includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 - 10. "Sexual orientation" means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness. "Sexual orientation" does not include a physical or sexual attachment to children by an adult.

11. "Status with regard to public assistance" means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

E. Remedial response means a measure to stop and correct acts of discrimination, harassment, violence, or retaliation, prevent acts of discrimination, harassment, violence, or retaliation from recurring, and protect, support, and intervene on behalf of a student or employee who is the target or victim of acts of discrimination, harassment, violence, or retaliation.

F. Sexual Harassment: Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission 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
 - c. 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 or educational environment.
2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other District personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence: Definition

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

H. Responsible Administrator

1. In a school building, the Responsible Administrator is the principal or the principal's designee.
2. In a District building or department in which there is no principal, the Responsible Administrator is the supervisor of that building or department or that supervisor's designee.

I. Materially Adverse Action

Any action that causes or threatens to cause significant injury or harm to a reporter, complainant or other covered person such that it would likely dissuade a reasonable student or District personnel from making or supporting a good-faith report of an

alleged violation of this policy. Adverse action does not include an action, including employment or academic action, that would have been taken regardless of the good-faith report of misconduct.

J. District Human Rights Officer

1. The District Human Rights Officer is the Director of Equal Employment Opportunity.
2. The Board of Education hereby designates the Director of Equal Opportunity as the District Human Rights Officer to receive reports or complaints of discrimination, harassment, violence, or retaliation prohibited by this policy.
3. In the event the position of the Director of Equal Employment Opportunity is vacant, the interim District Human Rights Officer is the individual designated by the superintendent.

Reporting Procedures

- A. Any person who believes that such person has been the target or victim of discrimination, harassment, violence, or retaliation in violation of this policy by a student, teacher, administrator, or other District personnel, or any person with knowledge or belief of conduct which may constitute discrimination, harassment, violence, or retaliation prohibited by this policy toward a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel must report the alleged acts immediately to an appropriate District official designated by this policy. A person may report conduct which may constitute discrimination, harassment, violence, or retaliation anonymously. The District, however, may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The District encourages the reporting party or complainant to use the 415.00.1 Form, but oral reports shall be considered complaints as well. All oral reports, however, must be promptly reduced to writing on the 415.00.1 Form by the Responsible Administrator.
- C. Nothing in this policy shall prevent any person from reporting discrimination, harassment, violence, or retaliation directly to the District Human Rights Officer or to the superintendent. If the complaint involves the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer by the reporting party or complainant.
- D. At the building or department level, the Responsible Administrator is the person responsible for receiving oral or written reports of discrimination, harassment, violence, or retaliation prohibited by this policy. Any adult District personnel who receives a report of discrimination, harassment, violence, or retaliation prohibited by this policy shall inform the Responsible Administrator immediately, unless the complaint involves allegations against the Responsible Administrator. If the complaint involves allegations against the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer immediately. The Responsible Administrator and the District Human Rights Officer shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of discrimination, harassment, violence, or retaliation. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute discrimination, harassment, violence, or retaliation shall make reasonable efforts to address and resolve the discrimination, harassment, violence, or retaliation and shall inform the Responsible Administrator immediately, unless such person knows or has reason to believe that the Responsible Administrator has engaged in the conduct prohibited by this policy. In such cases, the report should be made directly to the superintendent or District Human Rights Officer immediately. District personnel who fail to inform the Responsible Administrator of conduct that may constitute discrimination, harassment, violence, or retaliation or who fail to make reasonable efforts to address and resolve the discrimination, harassment, violence, or retaliation in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the Responsible Administrator must notify the District Human Rights Officer immediately, before screening or investigating the report. The Responsible Administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded immediately by the Responsible Administrator to the District Human Rights Officer. If the report was given verbally, the Responsible Administrator shall personally reduce it to written form within one (1) business day. Failure to forward any report or complaint of discrimination, harassment, violence, or retaliation as provided herein may result in disciplinary action against the Responsible Administrator.

- G. If a complaint of conduct prohibited by this policy involves allegations against the District Human Rights Officer, the complaint shall be immediately filed directly with the superintendent. If a complaint of conduct prohibited by this policy involves allegations against the superintendent, the report may be filed directly with the Board of Education.
- H. The District shall conspicuously post the name of the District Human Rights Officer, including mailing addresses and telephone number.
- I. Submission of a good faith complaint or report of discrimination, harassment, violence, or retaliation prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of discrimination, harassment, violence, or retaliation prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, a witness of discrimination, violence, harassment, or retaliation, or an individual involved in formulating or implementing corrective action is prohibited.
- N. False accusations or reports of discrimination, harassment, violence, or retaliation against another person are prohibited.
- O. A person who engages in an act of discrimination, harassment, violence, retaliation, or false reporting of discrimination, harassment, violence, or retaliation, or permits, condones, or tolerates discrimination, harassment, violence, or retaliation shall be subject to discipline or other remedial responses for that act in accordance with the District's policies and procedures.

Investigation

- A. By authority of the District, the Responsible Administrator, within three (3) business days of the receipt of a report or complaint alleging discrimination, harassment, violence, or retaliation prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by District officials or by a third party designated by the District.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents or electronic files and/or videos deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on the facts and surrounding circumstances using a preponderance of the evidence standard.
- D. In addition, the District may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other District personnel pending completion of an investigation of alleged discrimination, harassment, violence, or retaliation prohibited by this policy.
- E. The investigation will be completed within 30 business days from receipt of the complaint, unless it is impracticable to complete the investigation within this timeframe. The person completing the investigation shall document the investigation and its conclusion on the Form 415.00.1. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. Upon completion of the investigation, the Responsible Administrator shall ensure that the Form 415.00.1 and any other report of the investigation are submitted to both the District Human Rights Officer and to the following individual:
 - 1. For an investigation involving allegations against a student, to the area assistant superintendent; or
 - 2. For an investigation involving allegations against District personnel, to the Executive Director of Human Resources or the Executive Director's designee.

District Corrective Action

- A. The District will take corrective action for any violation of this policy. Such corrective action will be consistent with the law and regulations, District policies, and any relevant collective bargaining agreements.
- B. Corrective action will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior.
 - 1. Corrective action for students who commit, or are a party to, prohibited acts of discrimination, violence, harassment, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but are not limited to, remedial responses, positive behavioral interventions, interventions and restorative practices or responses, warnings, transfer, suspension, and/or expulsion.
 - 2. Corrective action for employees who permit, condone, or tolerate discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but is not limited to, remedial responses and/or disciplinary action up to and including termination or discharge.
 - 3. Corrective action for other individuals engaging in prohibited acts of discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but not be limited to, exclusion from District property and events and/or termination of services and/or contracts.
- C. The District may also discipline any student, employee, or other personnel of the District for derogatory statements or conduct based on the characteristics identified in Section I of this policy, which do not constitute illegal discrimination, harassment, violence, or retaliation but nonetheless are inappropriate.
- D. The District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the District, except as permitted by law.
- E. In order to prevent or respond to acts of discrimination, harassment, violence, or retaliation committed by or directed against a child with a disability, the District shall, where determined appropriate by the child's individualized education program ("IEP") or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of discrimination, harassment, violence, or retaliation.

Retaliation

- A. The District unequivocally prohibits retaliation, and will discipline or take other appropriate corrective action, against any person to whom this policy applies that engages in retaliation or threatens retaliation against any person who has or is believed to have:
 - 1. Reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation;
 - 2. Made a good faith report of an alleged violation of this policy or any other policy, law, or regulation;
 - 3. Acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation;
 - 4. Testified, assisted, or participated in any fact-finding or investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or
 - 5. Assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.
- B. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Retaliation also means any materially adverse action or credible threat of a materially adverse action by the District, or any employee thereof, taken against any employee or student for having made a good-faith report of District misconduct. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the retaliation.

Dissemination of Policy and Training

- A. This policy shall be conspicuously posted throughout each District building in areas accessible to students and District personnel.
- B. This policy shall be given to each District employee and independent contractor that regularly interacts with students at the time of initial employment with the District.

- C. The policy shall appear in the Rights and Responsibilities Handbook.
- D. The District shall develop a method of discussing this policy with students and employees.

Legal References:

Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)

Cross References:

Policy 101.00: Racial Equity
Policy 102.00: Equal Opportunity/Non-Discrimination
Policy 401.00: Equal Employment Opportunity
Policy 500.00: Gender Inclusion
Policy 501.00: Hazing Prohibition
Policy 505.00: Bullying Prohibition
Policy 506.00: Student Discipline
Policy 506.02: Student Discipline: Expulsion & Exclusion
Policy 506.03: Student Discipline: Suspension
Policy 520.00: Technology Usage & Safety
Policy 609.00: Religion

Appendix II – Minnesota Pupil Fair Dismissal Act

Minn. Stat. § 121A.40 CITATION.

Sections [121A.40](#) to [121A.56](#) may be cited as the "Pupil Fair Dismissal Act."

121A.41 DEFINITIONS.

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

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

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

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

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

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

Subd. 7. **Pupil.**

(a) "Pupil" means any student:

(1) without a disability under 21 years of age; or

(2) with a disability under 21 years old who has not received a regular high school diploma or for a child with a disability who becomes 21 years old during the school year but has not received a regular high school diploma, until the end of that school year; and

(3) who remains eligible to attend a public elementary or secondary school.

(b) A "student with a disability" or a "pupil with a disability" has the same meaning as a "child with a disability" under section [125A.02](#).

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

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

Subd. 10. **Suspension.** "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a pupil from attending school for a period of no more than ten school days. If a suspension is longer than five days, the suspending administrator must provide the superintendent with a reason for the longer suspension. This definition does not apply to dismissal from school for one school day or less, except as provided in federal law for a student with a disability. Each suspension action may include a readmission plan. The readmission plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission and may not be used to extend the current suspension. Consistent with section [125A.091, subdivision 5](#), the readmission plan must not obligate a parent to provide a sympathomimetic medication for the parent's child as a condition of readmission. The school administration may not impose consecutive suspensions against the same pupil for the same course of conduct, or incident of misconduct, except where the pupil will create an immediate and substantial danger to self or to surrounding persons or property, or where the district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 school days.

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

Subd. 12. **Nonexclusionary disciplinary policies and practices; alternatives to pupil removal and dismissal.**

"Nonexclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior intervention and supports, social and emotional services, school-linked mental health services, counseling services, social work services, academic screening for Title I services or reading interventions, and alternative education services. Nonexclusionary disciplinary policies and practices include but are not limited to the policies and practices under sections 120B.12; 121.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph (r); and 122A.627, clause (3).

Subd. 13. **Pupil withdrawal agreement.** "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

121A.42 POLICY.

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

121A.425 FULL AND EQUITABLE PARTICIPATION IN PRESCHOOL AND PREKINDERGARTEN.

Subdivision 1. **Disciplinary dismissals prohibited.**

(a) A pupil enrolled in the following is not subject to dismissal under this chapter:

(1) a preschool or prekindergarten program, including an early childhood family education, school readiness, school readiness plus, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or (2) kindergarten through grade 3.

(b) This provision does not apply to a dismissal from school for less than one school day, except as provided under chapter 125A and federal law for a student receiving special education services.

(c) Notwithstanding this subdivision, expulsions and exclusions may be used only after resources outlined in subdivision 2 have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

Subd. 2. **Nonexclusionary discipline.**

For purposes of this section, nonexclusionary discipline must include at least one of the following:

- (1) collaborating with the pupil's family or guardian, child mental health consultant or provider, education specialist, or other community-based support;
- (2) creating a plan, written with the parent or guardian, that details the action and support needed for the pupil to fully participate in the current educational program, including a preschool or prekindergarten program; or
- (3) providing a referral for needed support services, including parenting education, home visits, other supportive education interventions, or, where appropriate, an evaluation to determine if the pupil is eligible for special education services or section 504 services.

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

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

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

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

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

121A.44 EXPULSION FOR POSSESSION OF FIREARM.

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

(b) Notwithstanding chapter 13, a student's expulsion or withdrawal or transfer from a school after an expulsion action is initiated against the student for a weapons violation under paragraph (a) may be disclosed by the school district initiating

the expulsion proceeding. Unless the information is otherwise public, the disclosure may be made only to another school district in connection with the possible admission of the student to the other district.

121A.45 GROUNDS FOR DISMISSAL.

Subdivision 1. Provision of alternative programs.

No school shall dismiss any pupil without attempting to use nonexclusionary disciplinary policies and practices before dismissal proceedings or pupil withdrawal agreements., except where it appears that the pupil will create an immediate and substantial danger to self or to surrounding persons or property.

Subd. 2. Grounds for dismissal.

A pupil may be dismissed on any of the following grounds:

- (a) willful violation of any reasonable school board regulation. Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;
- (b) willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
- (c) willful conduct that endangers the pupil or other pupils, or surrounding persons, including school district employees, or property of the school.

Subd. 3. Parent notification and meeting.

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

121A.46 SUSPENSION PROCEDURES.

Subdivision 1. Informal administrative conference before suspension.

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

Subd. 2. Administrator notifies pupil of grounds for suspension.

At the informal administrative conference, a school administrator shall notify the pupil of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the pupil may present the pupil's version of the facts.

Subd. 3. Written notice of grounds for suspension.

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

Subd. 4. Provision of alternative education services; suspension pending expulsion or exclusion hearing.

- (a) Alternative education services must be provided to a pupil who is suspended for more than five consecutive school days.

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

Subd. 5. **Minimum education services.** School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program is encouraged to designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

121A.47 EXCLUSION AND EXPULSION PROCEDURES.

Subdivision 1. **Requiring a hearing; pupil may waive hearing.**

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

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

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

Subd. 3. **Hearing schedule.**

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

Subd. 4. **Convenient time and place of hearing.**

The hearing shall be at a time and place reasonably convenient to pupil, parent or guardian.

Subd. 5. **Closed or open hearing.**

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

Subd. 6. **Impartial hearer.**

The hearing shall take place before:

- (1) an independent hearing officer;
- (2) a member of the school board;
- (3) a committee of the school board; or
- (4) the full school board; as determined by the school board. The hearing shall be conducted in a fair and impartial manner.

Subd. 7. **Creating hearing record.**

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

Subd. 8. Access to pupil's records.

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

Subd. 9. Pupil's right to compel testimony.

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

Subd. 10. Pupil's right to present evidence and testimony.

The pupil, parent or guardian, or representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

Subd. 11. Pupil not compelled to testify.

The pupil cannot be compelled to testify in the dismissal proceedings.

Subd. 12. Hearer's recommendation limited to evidence at hearing; service within two days.

The recommendation of the hearing officer or school board member or committee shall be based solely upon substantial evidence presented at the hearing and must be made to the school board and served upon the parties within two days of the end of the hearing.

Subd. 13. Basis of school board decision; opportunity for comment.

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

Subd. 14. Admission or readmission plan.

(a) A school administrator must prepare and enforce an admission or readmission plan for any pupil who is excluded or expelled from school. The plan may include measures to improve the pupil's behavior, which may include completing a character education program, consistent with section [120B.232, subdivision 1](#), social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the pupil of not improving the pupil's behavior.

(b) The definition of suspension under section [121A.41, subdivision 10](#), does not apply to a student's dismissal from school for less than one school day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. A readmission plan must provide, where appropriate, alternative education services, which must not be used to extend the student's current suspension period. Consistent with section [125A.091, subdivision 5](#), a readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School officials must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect or medical or educational neglect.

121A.48 GOOD FAITH EXCEPTION.

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

121A.49 APPEAL.

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

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

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

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

121A.50 JUDICIAL REVIEW.

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

121A.51 REPORTS TO SERVICE AGENCY.

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

121A.52 NONAPPLICATION OF COMPULSORY ATTENDANCE LAW.

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

121A.53 REPORT TO COMMISSIONER OF EDUCATION.

Subdivision 1. **Exclusions and expulsions; student withdrawals; physical assaults.**

Consistent with subdivision 2, the school board must report through the department electronic reporting system each exclusion or expulsion, each physical assault of a district employee by a pupil, and each pupil withdrawal agreement within 30 days of the effective date of the dismissal action, pupil withdrawal, or assault to the commissioner of education. This report must include a statement of nonexclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

Subd. 2. **Report.**

(a) The school board must include state student identification numbers of affected pupils on all dismissal and other disciplinary reports required by the department. The department must report annually to the commissioner summary data

on the number of dismissals and physical assaults of district employees by a student by age, grade, gender, race, and special education status of the affected pupils. All dismissal and other disciplinary reports must be submitted through the department electronic reporting system.

(b) The commissioner must aggregate the district data reported under this section and include the aggregated data, including aggregated data on physical assaults of a district employee by a student, in the annual school performance reports under section [120B.36](#).

121A.54 NOTICE OF RIGHT TO BE REINSTATED.

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

121A.55 POLICIES TO BE ESTABLISHED.

(a) The commissioner of education shall promulgate guidelines to assist each school board. Each school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of sections [121A.40](#) to [121A.56](#). The policies must include nonexclusionary disciplinary policies and practices consistent with section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

(b) The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

(c) The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress towards meeting the graduation standards adopted under section [120B.02](#) and help prepare the pupil for readmission in accordance with section 121A.46, subdivision 5.

(d) For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in section 121A.41, subdivision 13:

- (1) For a pupil who remains enrolled in the district or is awaiting enrollment in a new district, a school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. A school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work assigned through the alternative educational services as defined in section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;
- (2) A pupil receiving school-based or school-linked mental health services in the district under section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
- (3) A school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the district or charter school website.

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

(f) Each school district shall develop a policy and report it to the commissioner on the appropriate use of peace officers and crisis teams to remove students who have an individualized education program from school grounds.

121A.56 APPLICATION.

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

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

Subd. 2. **Portions of school program for credit.**

Sections [121A.40](#) to [121A.56](#) shall apply only to those portions of the school program for which credit is granted.

121A.57 [Renumbered [121A.035](#)]

121A.575 ALTERNATIVES TO PUPIL SUSPENSION.

Notwithstanding any law to the contrary and in accordance with sections [121A.40](#) to [121A.56](#), after a school administration notifies a pupil of the grounds for suspension, the school administration may, instead of imposing the suspension, do one or more of the following:

- (1) strongly encourage a parent or guardian of the pupil to attend school with the pupil for one day;
- (2) assign the pupil to attend school on Saturday as supervised by the principal or the principal's designee; and
- (3) petition the juvenile court that the student is in need of services under chapter 260C.

Appendix III - Procedure for Discipline Complaint (SPPS Procedure 506.00.01)

Minnesota Statute Section 121A.61 requires the School District to enact a districtwide school discipline policy that contains a discipline complaint procedure that students, parents and other guardians, and school staff may use to file a complaint and seek corrective action regarding the requirements of Minnesota Statutes Sections 121A.40 to 121A.61, including the implementation of the local behavior and discipline policies are not being implemented appropriately or are being discriminatively applied.

Saint Paul Public Schools (SPPS) urges that parties first attempt to resolve complaints with the principal or assistant principal before filing a formal complaint. If these attempts have been unsuccessful, a formal complaint may be filed using the Discipline Complaint Procedure Form.

A. The formal complaint process is as follows:

1. Students, parents and other guardians, and school staff may file a complaint and seek corrective action regarding the requirements of Minnesota Statutes Sections 121A.40 to 121A.61, including the implementation of the local behavior and discipline policies are not being implemented appropriately or are being discriminatively applied.
2. A reporting party or complainant shall use the 506.00.1 form. The Form is available at [spps.org/rights and responsibilities](https://spps.org/rights-and-responsibilities). If a reporting party needs assistance completing the form, they may request assistance from the school.
3. The Discipline Complaint Procedure Form should be submitted within fourteen (14) calendar days of the start of the disciplinary action. Any complaint that is submitted beyond fourteen (14) calendar days will not be considered.
4. Upon receipt, the Discipline Complaint Procedure Form will be sent to the Assistant Superintendent who supervises the school where the student who is the subject of the complaint attends. The appropriate Assistant Superintendent will manage the investigation and any resulting record and will also be responsible for keeping and regulating access to any record.
5. The investigation of the complaint must begin within three (3) school days of receipt.
6. The investigation may be conducted by the appropriate Assistant Superintendent or designee or by a third party designated by the School District.
7. The investigation will provide an opportunity for involved parties to submit additional information related to the complaint.
8. The Assistant Superintendent or designee shall document its conclusion on the Form 506.00.1 and shall issue a written determination to the complainant that addresses each allegation and contains findings and conclusion.
9. If the investigation finds that the requirements of Minnesota Statutes Sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, a corrective action plan will be developed to correct the student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future.
10. The School District will respect the privacy of the complainant, the student, the individual against whom the complaint is made, and the witnesses as much as possible, consistent with the School District's legal obligations to investigate, take appropriate action, and to reply to the complainant with a written determination.
11. Reprisals or retaliation against any person who, in good faith, asserts, alleges, or reports a complaint is prohibited. Any individual found to have engaged in reprisal or retaliation against any person who, in good faith, asserts, alleges, or reports a complaint will be subject to discipline consistent with School District policies, procedures, and any applicable collective bargaining agreement.
12. Knowingly false or meritless reports are prohibited. Any individual found to have submitted a knowingly false or meritless report will be subject to discipline consistent with School District policies, procedures, and any applicable collective bargaining agreement.
13. This procedure shall be posted on the School District website and shall appear in the Rights and Responsibilities Handbook.

Resources and Assistance

Equal Opportunity/Non-Discrimination Policy

SPPS does not discriminate on the basis of race, creed, sex, marital status, national origin, age, color, religion, gender identity and expression, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status, disability or membership or activity in a local commission. Inquiries regarding our non-discrimination policies should be directed to 360 Colborne Street, Saint Paul, MN 55102 or call 651-744-6950. The 415 form may be used to report possible instances of discrimination or harassment based on protected characteristics: spps.org/form415.

To report discrimination, harassment or other violations:

- **Employees** – contact Human Resources at 651-767-8202 or the Office of Equal Employment Opportunity (EEO) at 651-744-6950. The 415 form may be used to report possible instances of discrimination or harassment based on protected characteristics: spps.org/form415.
- **Students** – first contact the principal of the school/program, and call the EEO at 651-744-6950 to report discrimination, including Title IX (sexual discrimination, sexual harassment) violations or violations of student human rights. The 415 form may be used to report possible instances of discrimination or harassment based on protected characteristics: spps.org/form415. If the alleged harasser is a student, first report the incident to the school principal. Another option is to report the conduct to the Assistant Superintendent for the school at 651-767-8133.

Students with Disabilities

Saint Paul Public Schools Resources

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

Non-Saint Paul Public Schools Resources

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

School Ombudsperson

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

- Negotiate a solution with a teacher or administrator
- Communicate more effectively with a teacher or administrator
- Understand a school policy, regulation or procedure
- Connect the person with the appropriate school district staff member or office
- Gather general information about the school district.

Contact the Ombudsperson by calling 651-767-8394 or online at spps.org/ombudsperson.

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

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

DATE: June 10, 2025

TOPIC: Recommendations for Updated High School Athletics Participation Fees

A. PERTINENT FACTS:

1. **General Overview** - In accordance with *MN Statute 123B.36 Authorized Fees*, School Boards set the fees for activities. In 2022, the school board adopted an increased athletics participation fee for high school athletics, increasing from \$20 (for students who qualify for free/reduced lunch) and \$45 to \$40 (for students who qualify for free/reduced lunch) and \$90.

When the SPPS School Board adopted participation fees for high school athletics in 2022, the following sports were excluded and required their own participation fees (all aligned with \$40 for students who qualify for free/reduced lunch):

- Hockey: \$150
- Lacrosse: \$225
- Danceline: \$225
- Alpine Skiing: \$250

The Saint Paul Public Schools athletics department has spent the last year closely clarifying and monitoring budgets, revenues, and expenses and has identified that these higher participation fees do not fund any additional district expenses related to these sports, such as facilities or student passes. Therefore, this proposal includes aligning these sports to the standard high school athletics participation fees of \$40 for students who qualify for free/reduced lunch and \$90 for all other students.

2. **Duration of Proposal** - Upon approval, the proposed activity fees will replace the existing fees for these sports.
3. **Sponsor** - This item is submitted by Executive Chief of Schools and Learning Andrew Collins, Director of Schools and Learning Jodi Danielson, with support from high school athletics directors, high school principals, and the SPPS athletics department.

B. RECOMMENDATION:

1. That the Saint Paul Public Schools Board of Education approves the following alignment in student participation fees:

Effective June 11, 2025:

- Participation fees for all high school sports, including hockey, lacrosse, danceline and alpine skiing, will be \$40 if the student qualifies for free/reduced lunch and \$90 otherwise.

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

DATE: June 10, 2025

TOPIC: Facilities Department FY26 Purchases over \$175,000

A. PERTINENT FACTS:

1. In the normal course of work, the Facilities Department must establish purchases with vendors that may incur costs in excess of \$175,000 throughout the fiscal year.
2. The following list indicates said purchases:

Vendor	Description	Amount	State Contract ID Or Bid Number
ARI	Fleet leasing	\$400,000	030122-ARI Sourcewell
Dalco	Custodial supplies, equipment repair and a work loading data program	\$1,300,000	R211301 OMNIA Partners
E3 Services	Playground repair	\$300,000	Bid #A24-4728-A
Egan	Inspection and maintenance of fire alarm systems / smoke dampers	\$2,000,000*	F-556(5) / F-547(5)
Flagship	Playground equipment	\$200,000	P-949(5)
Davey Group	Stormwater repair, installation and excavation services	\$263,214	A-22-2612A
Grainger	PPE / Fire Marshal Orders / safety boots	\$300,000*	T-572(5)
IEA	Abatement, fit testing, radon testing, and lead in water testing	\$750,000*	#PR00002476
KFI	Assistance with BAS integration	\$700,000	A21-1417-A
Mavo	General services for environmental abatement and remediation	\$1,000,000*	#CM00000524
MEI	Annual elevator inspections	\$956,200	E-120 (5)
Nasseff	Fire suppression systems inspection and repair	\$350,000*	U of M 01-444-15- 0914.CF
Trane	HVAC chiller-boiler inspections / chemicals and services	\$450,000	3341 ONMIA Partners
Republic Services	Waste, recycling and organics	\$1,100,000	Bid #A21-1516-A
Snow Removal Group	Snow removal services	\$200,000	Bid #A24-52424

*The demands on these services fluctuate based on the needs of the District's environmental health and safety program. As such, we anticipate coming back to the Board with a mid-year revision to the anticipated baseline expenditures to reflect the needs of this fiscal year.

3. The purchases will be reviewed by Purchasing.

4. Funding will be provided from the approved Facilities Department Fiscal Year 2026 budget, with the baseline amounts indicated here monitored and adjusted throughout the year as needed.
5. The purchases meet the District Strategic Plan goals by aligning Program Evaluation and Resource Allocation to District priorities.
6. This item is submitted by Kathryn Wallace, Interim Director of Facilities, Tom Sager, Executive Chief of Finance, and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education authorize the purchases listed for the Facilities Department anticipated to be over \$175,000.

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

DATE: June 10, 2025

TOPIC: Phase Gate Approval of the Harding Senior High Athletics Improvements
(Project #1110-26-01): Gate #2 – Project Charter

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Harding Senior High Athletics Improvements project at the following phase gate(s):
 - a. Gate #2 – Project Charter
2. Phase Gate #2 is the establishment of the scope and intent of the project.
3. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	June 10, 2025 (current)
#3 – Project Budget	January 2026 (anticipated)
#4 – Contract Award	December 2026 (anticipated)
#5.1 – Project Close-Out	August 2027 (anticipated)
#5.2 – Final Project Summary	August 2028 (anticipated)

4. A summary of the current project budget is as follows:

Rough Order of Magnitude Estimate	Current Obligations	Invoiced to Date	Percent Invoiced
\$2,200,000 - \$2,700,000	\$0	\$0	0%

5. A summary of funding for preliminary design expense:

Funding Source	Amount
Capital Bonds FY26-29	\$121,050
LTFM FY26-29	\$2,299,950

6. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
7. This item is submitted by Kathryn Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the Harding Senior High Athletics Improvements (Project #1110-26-01) at Phase Gate Check #2 – Project Charter.

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

DATE: June 10, 2025

TOPIC: Annual Property and Liability Insurance Renewal

A. PERTINENT FACTS:

1. The District 's property and liability insurance policies renew annually on July 1.
2. This coverage is for property, casualty, general liability, builders' risk, school leaders' errors and omissions, crime, excess liability, commercial auto, and cyber insurances.
3. Marsh McLennan, the district's current provider, has offered a renewal policy for the period of July 1, 2025 through June 30, 2026 in the amount of \$3,600,000. This is a 2.8 percent increase from last year, and below industry trends.
4. This item meets the District Strategic Plan goals of sustainability and resource allocation. The budget for this insurance coverage falls in the area of District-Wide Support Services.
5. This item is submitted by Tom Sager, Executive Chief of Financial Services.

B. RECOMMENDATION:

That the Board of Education authorizes the Superintendent (or designee) to authorize property and liability insurance premium payments for up to \$3.8 million in fiscal year 2026.

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

DATE: June 10, 2025

TOPIC: Phase Gate Approval of the Cherokee Heights Elementary School Building Systems Replacements Project WS 02A (Project # 2070-23-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Cherokee Heights Elementary School Building Systems Replacements project at the following phase gate(s):
 - a. Gate #4: Contract Award
2. The selective demolition for this project was originally awarded to National Demolition at the February 18, 2025 meeting. National Demolition was unable to meet the conditions of the contract, so the District is awarding the demolition to the next lowest bidder, Maertens-Brenny Construction Company. Please note there is another BAI to rescind the award to National Demolition. The award to Maertens-Brenny Construction is contingent upon approval of that item.
3. This contract provides selective demolition (work scope 02A) for the Cherokee Heights Elementary School Building Systems Replacements project.
4. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	March 23, 2021
#2 – Project Charter (Predesign)	August 22, 2023
#3 – Project Budget	November 19, 2024
#4 – Contract Award	February 2025 & June 10, 2025
#5.1 – Project Close-Out	August 2026 (anticipated)
#5.2 – Final Project Summary	August 2027 (anticipated)

5. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$20,488,000	\$10,689,327	\$1,232,069	6%

6. The following bids were received:

Lump Sum Base Bid plus Alternates #2 & 3

Maertens-Brenny Construction Company\$961,000

7. Bids will be reviewed by Purchasing.

8. A summary of current and anticipated funding is as follows:

Funding Source	Amount
Capital Bonds FY24-28	\$6,556,160
LTFM FY24-28	\$13,931,840

9. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
10. This item is submitted by Kathryn Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A25-5254 for Cherokee Heights Elementary School Building Systems Replacements (Project # 2070-23-01) to Maertens-Brenny Construction Company for a lump sum base bid plus Alternates #2 & 3 of \$961,000.

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

DATE: June 10, 2025

TOPIC: Phase Gate Approval of the Education and Operations Services Trades Shop Ventilation (Project # 4000-25-01): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Education and Operations Services Trades Shop Ventilation project at the following phase gate(s):

- a. Gate #4: Contract Award

2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16, 2024
#2 – Project Charter (Predesign)	Not Applicable
#3 – Project Budget	Not Applicable
#4 – Contract Award	June 10, 2025 (current)
#5.1 – Project Close-Out	September 2025 (anticipated)
#5.2 – Final Project Summary	September 2026 (anticipated)

3. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$455,000	\$43,230	\$12,991	2.8%

4. The following bid was received per the terms of TIPS Contract #655288:

Lump Sum Base Bid plus Alternate 3

SVL, Inc.\$435,174

5. This bid will be reviewed by Purchasing.

6. A summary of current and anticipated funding is as follows:

Funding Source	Amount
LTFM FY25-27	\$455,000

7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
8. This item is submitted by Kathy Wallace, Interim Facilities Director; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of the Education and Operations Services Trades Shop Ventilation (Project # 4000-25-01) to SVL, Inc. for a lump sum base bid plus Alternate 3 of \$435,174.

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

DATE: June 10, 2025

TOPIC: Phase Gate Approval of the Multi-Site Grounds Equipment Storage Project
(Project #0803-25-02): Gate #4 - Contract Award

A. PERTINENT FACTS:

1. This agenda item seeks approval for the Multi-Site Grounds Equipment Storage Project at the following phase gate(s):
 - a. Gate #4: Contract Award
2. The Project phase gate schedule is currently:

Gate # and Description	Date
#1 – Master Planning	July 16,2024
#2 – Project Charter (Predesign)	N/A
#3 – Project Budget	April 22, 2025
#4 – Contract Award	June 10, 2025 (current)
#5.1 – Project Close-Out	October 2025 (anticipated)
#5.2 – Final Project Summary	October 2026 (anticipated)

3. A summary of the current project budget is as follows:

Project Budget	Current Obligations	Invoiced to Date	Percent Invoiced
\$1,877,000	\$86,200	\$19,121	1%

4. The following bids were received:

	<u>Lump Sum Base Bid</u>
Versacon, Inc.....	\$623,500
Schreiber Mullaney	\$632,890
Morcon Construction	\$711,500
JPMI Construction	\$724,300
Market & Johnson, Inc.	\$743,932
Greiner Construction	\$894,000
Urban Companies.....	\$1,055,000

5. Bids will be reviewed by Purchasing.
6. A summary of current and anticipated funding is as follows:

Funding Source	Amount
Capital Bonds FY25-28	\$1,877,000

7. This project meets the District Strategic Plan goals by aligning resource allocation to District priorities.
8. This item is submitted by Kathy Wallace, Interim Director of Facilities; Tom Sager, Executive Chief of Financial Services; and Jackie Turner, Chief Administration and Operations Officer.

B. RECOMMENDATION:

That the Board of Education approve the award of Bid No. A25-5512-JG for the Multi-site Grounds Equipment Storage Project (Project # 0803-25-02) to Versacon, Inc. for a lump sum base bid of \$623,500.

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

DATE: June 10, 2025

TOPIC: Fiscal Year 2025-2026 Adopted Budget

A. PERTINENT FACTS:

1. Each year, as part of the budget cycle, the District provides a proposed/preliminary budget for the upcoming fiscal year that begins on July 1. Minnesota statute requires that school districts approve a preliminary budget for the next fiscal year by June 30. This proposed budget takes into account such variables as state and federal funding allowances, enrollment, property tax levies, employment contracts, inflation, purchased services, and programming goals and initiatives.
2. The FY26 total expense budget for all funds (General, Food Service, Community Service, Construction, and Debt Service) is \$1,029,451,509. In addition to the General Fund, another key driver to arrive at this total is the Capital Projects Fund at \$118.9 million. These funds will be used to continue construction projects that are part of the SPPS Builds initiative, which addresses the ongoing need to replace or renovate aging infrastructure and outdated school spaces.
3. For FY26, the General Fund balance is anticipated to decrease by \$35.5 million to a total of \$128,936,373. This includes all reserved accounts in the General Fund. The District's unassigned fund balance will stay in compliance with school board policy 701.01 of maintaining a minimum of 5.0 percent unassigned fund balance.
4. The Food Service Fund balance is expected to stay balanced in FY 26, and have an ending fund balance of \$820,021. The Community Service fund balance is expected to decrease by \$1.44 million in FY26. Despite this decrease, this fund balance remains relatively healthy at 31.4 percent of total operational expenses.
5. All specific details of the FY26 proposed budget can be found in the presentation that was provided at the Board of Education on May 20 and at the Board of Education meeting on June 10. Further details and specifics located in the Budget Book will be available to Board members and posted to the district's website upon approval of the budget.
6. The proposed revenue, expenditure and fund balance summary found in this Budget Book on page 13 and the Board presentation tonight are the recommendations for school board approval. All other data and information contained within the Budget Book and presentations is supporting documentation for these summary pages, and are a direct result of school district budget work accomplished and communicated starting in October 2024.
7. The District is making an intentional decision to allow deficit spending in FY26 by drawing down its fund balance to maintain as many programs and services as possible. Nonetheless, further adjustments may need to be made for the FY27 budget. Future adjustments will depend on many factors, including a voter approved referendum in November 2025, actual financial results from FY25, fall enrollment in October 2025 (The District has now experienced three consecutive years of enrollment stabilization, after several years of enrollment decline), and the 2025 Minnesota legislative session, where updates to the school funding formula allowances will be determined.

B. RECOMMENDATION:

District Administration recommends School Board approval and adoption of the Fiscal Year 2025-2026 Adopted Budget as presented.

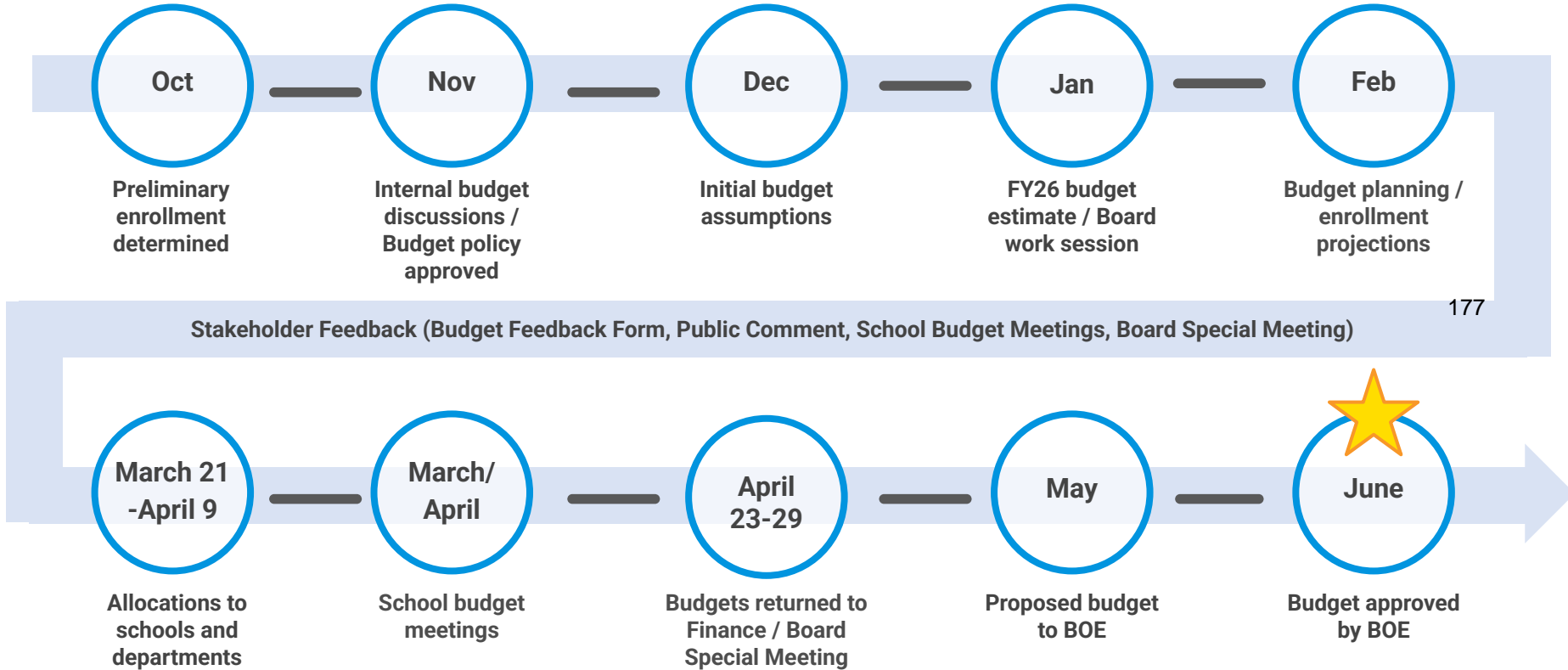


Saint Paul
PUBLIC SCHOOLS

FY26 Proposed Budget

**Board of Education Regular Meeting
June 10, 2025**

FY26 Budget Timeline



Budget Timeline

- All schools and central office departments received their budgets for FY26
- Schools hosted community budget information meetings between March 26-April 18
- Staff reduction letters were distributed to employees whose positions are being cut due to budget or non-renewed due to performance
- Three rounds of Interview and Select were held for displaced teachers; one round held for EAs
- The Board of Education hosted a special meeting regarding the budget on April 29
- The proposed FY26 budget was presented to the Board on May 20
- Staffing placement, bumping and layoffs are being finalized

178

Next Steps

- The Board will vote to approve and adopt the budget on June 10
- The district must approve a budget by June 30

The latest updates about Saint Paul Public Schools' 2025-26 budget can be found at spps.org/fy26budget

2025-26 Budget Overview (Updated 6-2-25)

SPPS is estimating a budget shortfall for 2025-26 of approximately **\$51.1M**

To minimize the impact of this shortfall on students and schools, the Board of Education has agreed to use **\$35.5M** in reserve funds (fund balance). The remaining **\$15.6M** will come from a combination of budget cuts and new revenue.

Causes for budget shortfall:

179

- Increased expenses, including employee wages and benefits and rising costs of goods and services
- No anticipated increases to state, federal or local revenue to adjust for inflation, apart from the base funding formula and the local operating levy

Updates to Proposed Budget

Please note the following changes made to the proposed FY26 budget after being presented to the Board on May 20, 2025:

- **\$543,000** added from the general fund to pay for reinstating some ECFE positions and programming
- **\$60,000** added into the Board budget for student engagement support

180

The district will remain at or above the minimum 5% annual operating expense for the unassigned general fund balance.

FY26 Budget Shortfall Progress (Reductions)

Description	Amount	Running Total
Estimated FY26 budget shortfall	-	-\$51.1M
Use of assigned and unassigned fund balance	\$35.5M	-\$15.6M
Division of Schools & Learning	\$6.4M	-\$9.2M ¹⁸¹
Division of Administration & Operations	\$3.8M	-\$5.4M
Divisions of Finance, Human Resources and Equity, Strategy & Innovation	\$1.3M	-\$4.1M
Additional reductions (Board of Education, General Counsel, and districtwide supplemental pay)	\$650,000	-\$3.45M

FY26 Budget Shortfall Progress (Expenses)

Description	Amount	Running Total
Additional districtwide expenses (transportation, substitute teaching, utilities, technology, teacher supplemental pay, ECFE and BOE student engagement)	\$6.4M	-\$9.9M

FY26 Budget Shortfall Progress (Revenue)

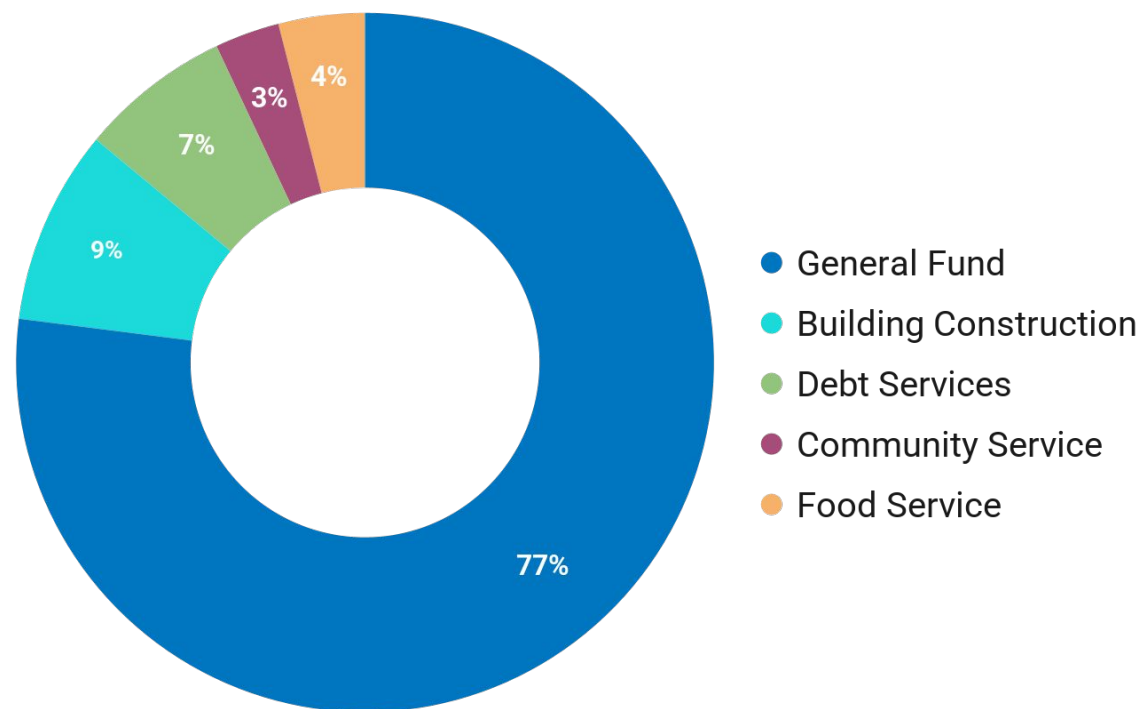
Description	Amount	Running Total
Revised per pupil aid, voluntary Pre-K, Medical Assistance funds, interest earnings	\$5.4M	-\$4.5M
Revenue from iPad sales	\$4.5M	\$0
Inflation Reduction Act federal rebate for geothermal	\$2M*	*Funds anticipated but not yet received

182

Summary All Funds

	Estimate Beginning Fund Balance	Revenue	Expense	Net Change in Fund Balance	Estimate Ending Fund Balance
General Fund	\$164,439,780	\$731,543,107	\$767,046,514	-\$35,503,407	\$128,936,373
Food Service	\$820,021	\$33,016,123	\$33,016,123	\$0	\$820,021
Community Service	\$11,290,833	\$29,920,109	\$31,364,108	-\$1,443,999	¹⁸³ \$9,846,834
Building Construction	\$64,835,670	\$85,000,000	\$118,891,454	-\$33,891,454	\$30,944,216
Debt Service	\$36,948,685	\$68,881,067	\$79,133,310	-\$10,252,243	\$26,696,442
Total - All Funds	\$278,334,989	\$948,360,406	\$1,029,451,509	-\$81,091,103	\$197,243,886

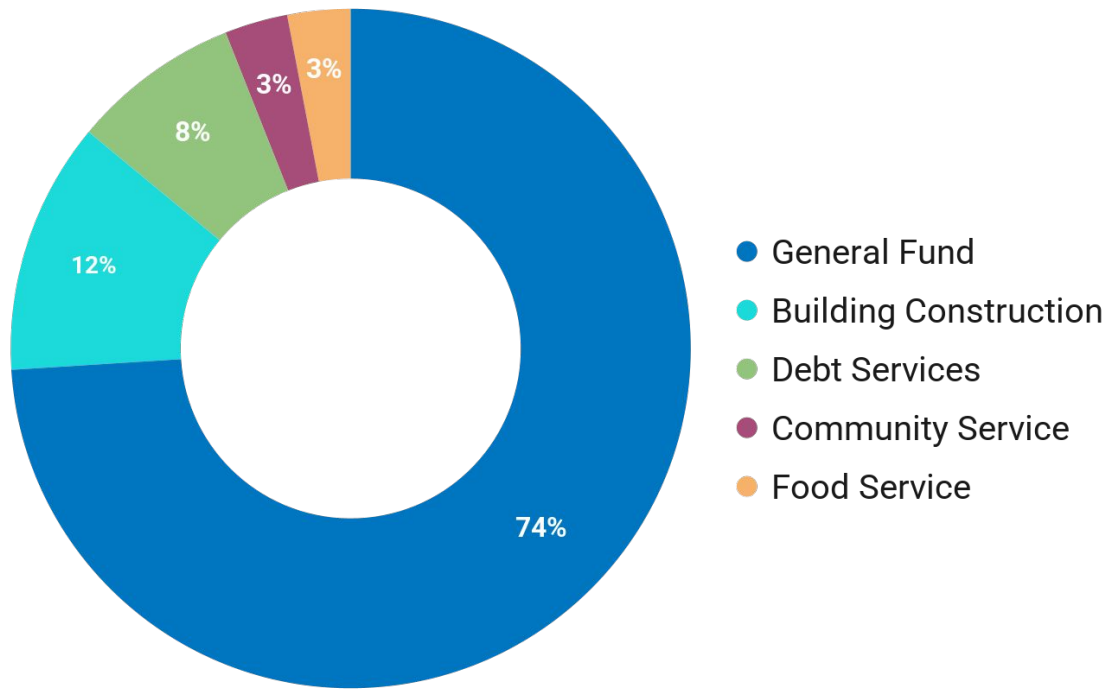
FY26 Total Revenue by Fund



- General Fund
- Building Construction
- Debt Services
- Community Service
- Food Service

184

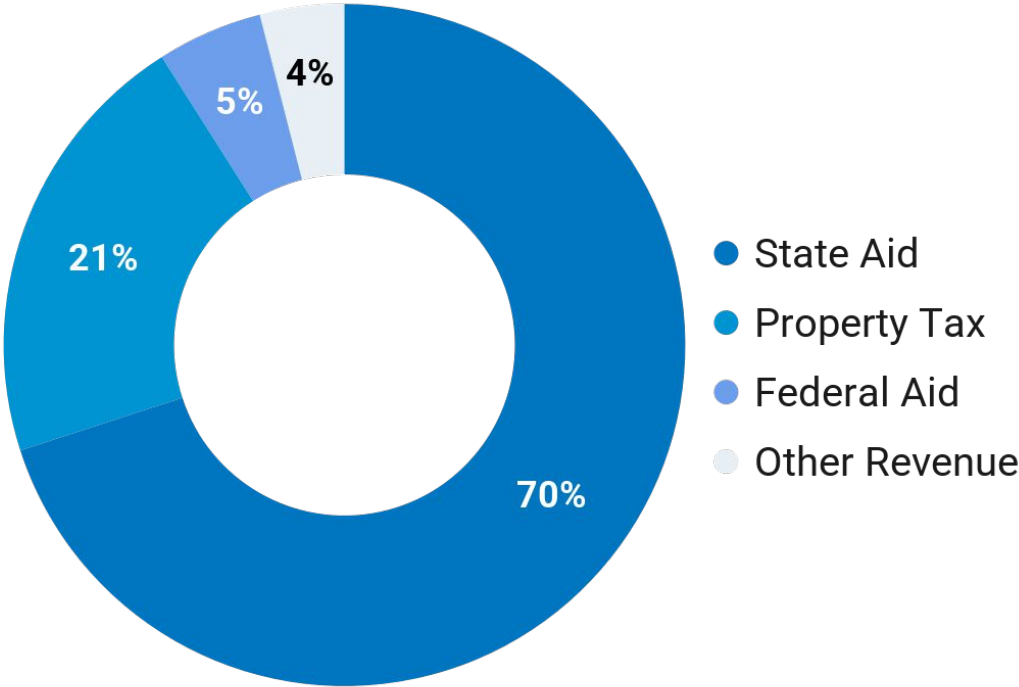
FY26 Total Expenditures by Fund



- General Fund
- Building Construction
- Debt Services
- Community Service
- Food Service

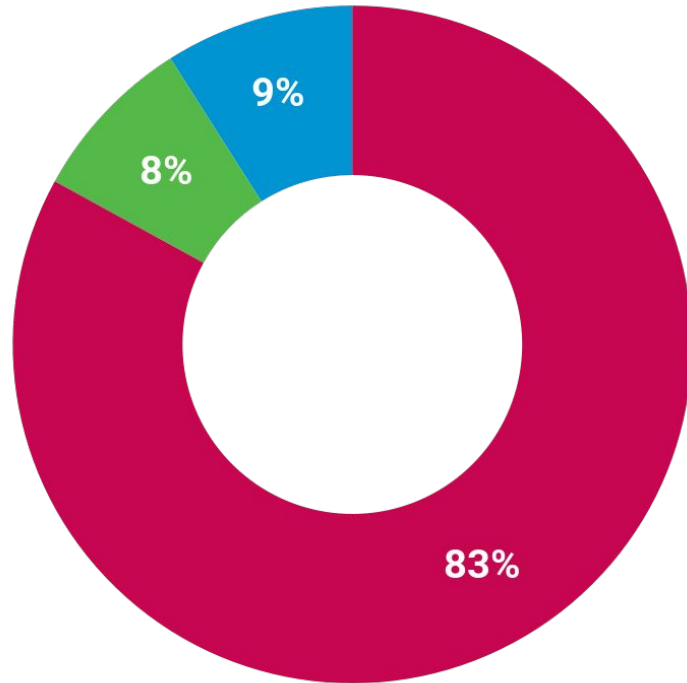
185

FY26 General Fund Revenue Sources



186

FY26 General Fund Expenditures



- School and Student Programs & Services 187
- Administrative Support Services
- Maintenance and Operations

FY25 to FY26 General Fund Expenditures Comparison

	FY25 Budget	FY25 Percent of Budget	FY26 Budget	FY26 Percent of Budget
Schools and Student Services	\$621.6M	83%	\$640.1M	83%
Administrative and Districtwide Support Services	\$60.1M	8%	\$62M	8% 188
Maintenance, Facilities and Equipment	\$67.4M	9%	\$64.9M	9%
TOTAL	\$749.1M		\$767M	

Schools and Student Services: Teachers, counselors, social workers, principals, clerks and other school staff

Administrative and Districtwide Support Services: School Board, district leadership and department staff, severance, employee benefits, property and liability insurance

Maintenance, Facilities and Equipment: Custodial, utilities, property maintenance, district-owned vehicles

Board of Education Budget Parameters and Guidelines

1. Sustain funding for early education to retain and prepare students for success through their elementary education and to meet third grade literacy standards
2. Sustain funding for efforts to increase enrollment, including maintaining funding for the enrollment project committee
3. Sustain expenditures related to increasing student engagement and decreasing student absenteeism

189

Additional Board guidelines for budget options:

- Reserve at least 5% of annual operating expense in the unassigned fund balance
- Decrease layers of central office staff

FY26 Investments Aligned to Board Parameters

Board Budget Parameter 1: Sustain funding for early education to retain and prepare students for success through their elementary education and to meet third grade literacy standards

FY26 Key Investments (Not Exhaustive)

- Early Childhood Hubs (Districtwide Hub and Bruce Vento)
- Full-day free Pre-K in excess of state-funded seats
- Head Start Pre-K partnership
- Nature-Based Pre-K (St. Anthony Park and J.J. Hill)
- Early Childhood Family Education (ECFE)
- Pre-K mental health partnerships
- READ Act teacher training

190

FY26 Investments Aligned to Board Parameters

Board Budget Parameter 2: Sustain funding for efforts to increase enrollment, including maintaining funding for the enrollment project committee

FY26 Investments (Not Exhaustive)

- Enrollment project/committee
- School Choice Fair
- Student Placement Center
- Culturally relevant programs/Onward SPPS (Txuj Ci, East African Magnet School, Karen program at Wellstone, Afrocentric program, etc.)
- ECFE and Pre-K/early childhood programs
- Magnet schools and pathways (e.g. Dual Language Immersion, Montessori, STEM)
- Communications and marketing support
- Districtwide transportation
- Enrollment projections, analysis and monthly monitoring

191

FY26 Investments Aligned to Board Parameters

Board Parameter 3: Sustain expenditures related to increasing student engagement and decreasing student absenteeism

FY26 Investments

- | | |
|---|---|
| <ul style="list-style-type: none">● AVID● Career Pathways● Field trips and experiential learning● Indigenous World Language programs● Personal Learning Plans (via Xello)● Advanced coursework (e.g. AP, IB, PLTW, PSEO by Contract, etc.)● Social workers and counselors● American Indian Attendance Liaison● D/Lakota Language and Culture supports● Bilingual Seals | <ul style="list-style-type: none">● Districtwide Virtual Courses● Check and Connect● Fostering Connections and Project REACH● School Attendance Matters● Equitable grading practices● Extended time learning programs (summer and afterschool)● High School Advisory● Focus on freshmen success● Middle school model (including Foundations)● Athletics and extracurricular activities |
|---|---|

192

FY26 Investments Aligned to Board Budget Guidelines

Board Budget Guideline: Decrease layers of central office staff

FY26 Department Reductions

Each central office department will make reductions in one or more of the following areas: staffing, contracts and vendor services, travel and supplies, and service levels. **74% of the overall budget reductions for 2025-26 are coming from central office departments.**

193

Division/Departments	Reduction
Schools & Learning	\$6.4M
Administration & Operations	\$3.8M
Financial Services, Human Resources, and Equity, Strategy & Innovation	\$1.3M
TOTAL DEPARTMENT REDUCTIONS	\$11.5M

FY26 School Budgets

While there will be some reductions at individual schools, **the overall amount allocated to schools will increase by approximately 6.2%, or \$26.1 million, in 2025-26**, due primarily to increased student enrollment, more students in special education and expanded middle school options.

FY25 School-Based FTEs	FY26 School-Based FTEs	FTE Change
3,942.1	4,058.6	+116.5

FY25 School Allocation	FY26 School Allocation	School Allocation Change
\$420.6M	\$446.7M	+\$26.1M

FY26 Investments Aligned to Board Budget Guidelines

Board Budget Guideline: Reserve at least 5% of annual operating expense in the unassigned fund balance

Fund Balance for FY26 Budget	
Description	Amount 195
Estimated FY26 Deficit Spend	\$35.5M
Estimated FY26 Ending Fund Balance	\$39.2M
Percent of Operations	5.35% (19 days of operating expense)

FY26 Budget for Board Approval

	Estimate Beginning Fund Balance	Revenue	Expense	Estimate Ending Fund Balance
General Fund	\$164,439,780	\$731,543,107	\$767,046,514	\$128,936,373
Food Service	\$820,021	\$33,016,123	\$33,016,123	\$820,021 ¹⁹⁶
Community Service	\$11,290,833	\$29,920,109	\$31,364,108	\$9,846,834
Building Construction	\$64,835,670	\$85,000,000	\$118,891,454	\$30,944,216
Debt Service	\$36,948,685	\$68,881,067	\$79,133,310	\$26,696,442
Total - All Funds	\$278,334,989	\$948,360,406	\$1,029,451,509	\$197,243,886

Recommendation

That the Board of Education approve the Saint Paul Public Schools fiscal year 2026 budget as presented

197



Proposed Budget

Fiscal Year 2026

Letter From the Superintendent

Dear Members of the Board of Education:

I am pleased to present the proposed budget for the 2025-26 school year (FY26). This budget reflects the priorities of the SPPS Achieves strategic plan and aligns with community values to maximize positive impact on student achievement.

Specifically, we aligned resource allocations to three priorities that reflect the values of the students, families and staff we serve. These priorities include increasing a sense of belonging and safety in our school communities, ensuring students are respected and reflected in our curriculum and classrooms, and prioritizing literacy instruction.

This budget includes a total of \$767 million in general fund allocations, an increase of \$17.9 million from FY25. This increase was primarily a result of employment contracts, inflationary pressures on items such as transportation and utilities, some legislative changes, and a continued commitment to innovate and maintain educational strategies to best meet the needs of our students.

In FY26, the district's expenditures will exceed its revenues by \$51.1 million. The district plans to use \$35.5 million in reserve funds to cover this shortfall, while maintaining an unassigned fund balance above 5% of operating expenses, in compliance with school board policy 701.01. A combination of budget cuts and new revenue will cover the remaining \$15.6 million shortfall.

While using reserves was necessary to maintain supports and services for our students, families and staff, this is a one-year solution. This is why the district is considering a voter-approved referendum in November 2025. This additional revenue would help address many years in which state funding has not kept pace with inflation. The district will share more information in the months leading up to November.

As your new superintendent, I am proud of the efforts I've seen from my colleagues and the Board to plan for this new fiscal year. I am confident that SPPS is well-positioned to adapt to new challenges and achieve extraordinary things for the children of St. Paul.

Thank you for your thoughtful consideration of our proposed 2025-26 budget.

Your truly,



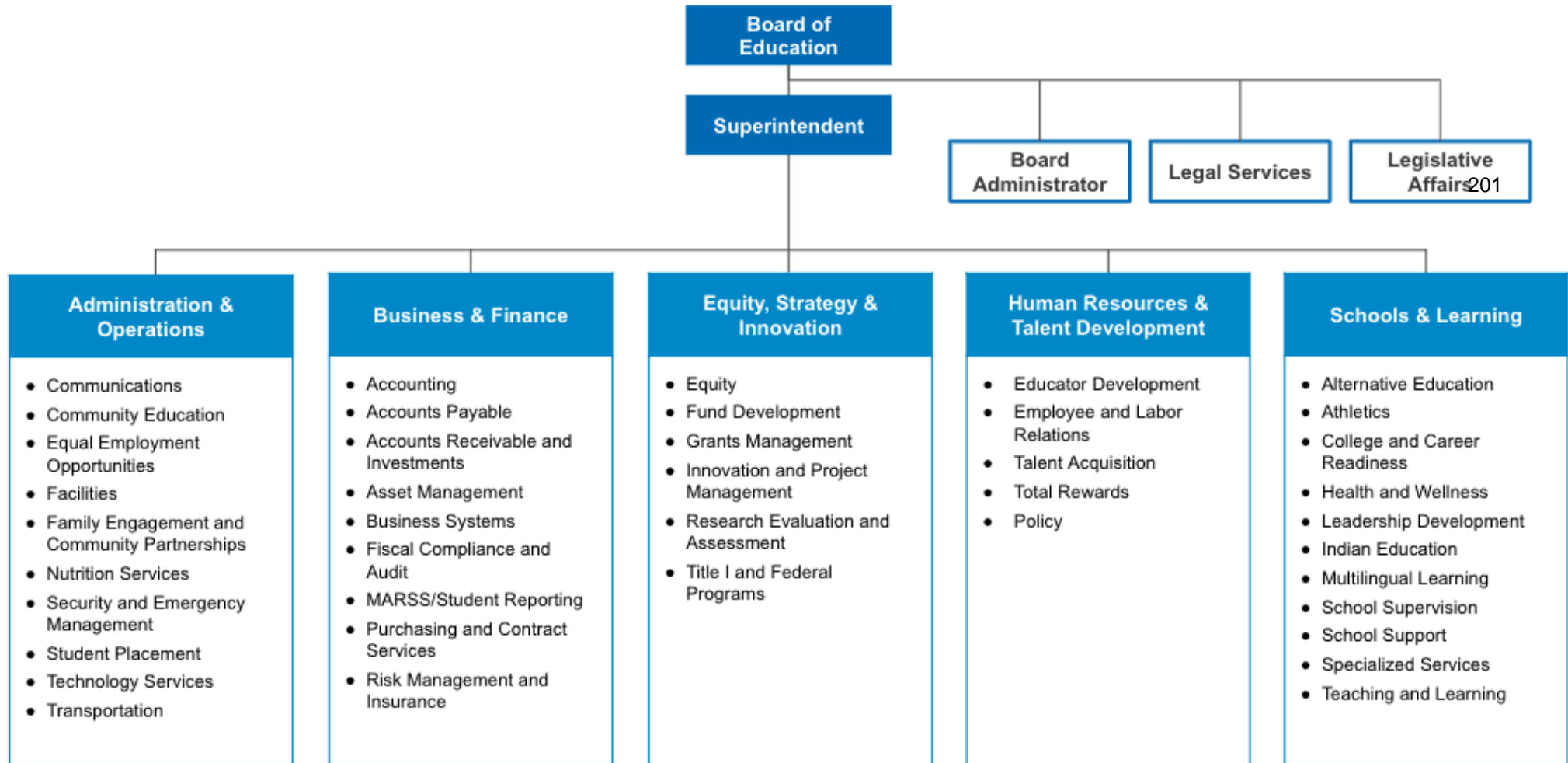
Dr. Stacie Stanley, Superintendent



Table of Contents

Letter From the Superintendent	1
Table of Contents	2
Organizational Overview	3
Board of Education	4
Senior Executive Leadership Team	5
Executive Summary	6
SPPS Achieves Strategic Plan Framework	7
FY26 Budget Timeline	8
Board Budget Parameters	9
Community Budget Priorities	9
History of Adopted Budget with Enrollment	10
Saint Paul Public Schools at a Glance 2025	11
Profile of District	11
Enrollment on October 1, 2024	11
Student Demographics	11
Overview of Funds	12
Revenue and Expenditures	13
Proposed Revenue and Expenditures by Fund	13
Total Revenue and Expenses by Fund	14
Total Revenue by Fund	15
Total Expenditures by Fund	15
General Fund Revenue and Expenses	16
Total General Fund Revenue	17
Total General Fund Expenses	17
FY26 Total Proposed Budget	18
Proposed General Fund Budget	19
Analysis of the General Fund FY26 Compared to FY25	19
Proposed Food Service Fund Budget	20
Analysis of Food Service Fund FY26 Compared to FY25	20
Proposed Community Service Fund Budget	21
Analysis of Community Service Fund FY26 Compared to FY25	21
Proposed Building Construction Fund Budget	22
Analysis of the Construction Fund 06 FY26 Compared to FY25	22
Proposed Debt Service Fund Budget	23
Analysis of the Debt Service Fund 07 FY26 Compared to FY25	23
FY26 Proposed General Fund Budget	24
General Fund School Site Allocation	25
October 1, 2025, Projected Enrollments by Grade Level	29
General Fund Program Allocations	30
Appendix: Program Name and Code	32

Organizational Overview



Board of Education



Halla Henderson
Chair



Uriah Ward
Vice Chair



Erica Valliant
Clerk



Carlo Franco
Treasurer



Chauntyll Allen
Director



Yusef Carrillo
Director



Jim Vue
Director

Senior Executive Leadership Team



Dr. Stacie Stanley
Superintendent



Jackie Turner
Executive Chief of Administration
and Operations



Tom Sager
Executive Chief of Financial
Services



Patricia Pratt-Cook
Executive Chief of Human
Resources and Talent Acquisition



Andrew Collins
Executive Chief of Schools
and Learning



Stacey Gray Akyea
Executive Chief of Equity,
Strategy and Innovation



Erica Wacker
Director of Communications

Executive Summary

Each year, Saint Paul Public Schools provides a proposed budget for the upcoming fiscal year that begins on July 1. Minnesota statute requires that school districts approve a preliminary budget for the next fiscal year by June 30. This proposed budget accounts for state and federal funding allowances, enrollment, property tax levies, employment contracts, inflation, purchased services, and programming goals and initiatives.

SPPS leadership and the Board of Education met regularly throughout this school year to build a budget for fiscal year 2025-26 (FY26) that reflects our community's values and meets the needs of our students. Like most school districts across the state, SPPS has made additional budget cuts due to increasing expenses and funding that has not kept up with the real costs of running a school district.

Based on anticipated revenues and expenditures, SPPS is planning for a budget shortfall of \$51.1 million for FY26. To fill this gap, the district plans to use \$35.5 million in reserve funds (assigned and unassigned fund balance), while maintaining the required 5% unassigned fund balance, per Board policy 701.01. A combination of budget cuts and new revenue will cover the remaining \$15.6 million shortfall.

While the district is using reserve funds to maintain as many programs and services as possible, this is a short-term solution, and further reductions may need to be made for the FY27 budget. The district is considering a voter-approved referendum in November 2025 to address the gap between state funding and the district's current operating expenses, which have continued to increase due to inflation.

Adjustments for future budgets will also depend on actual financial results from FY25, fall enrollment in October 2025 (enrollment increased in 2024-25 for the first time in 10 years) and the 2026 Minnesota legislative session, where updates to the school funding formula allowances will be determined.

The FY26 total expense budget for all funds (General, Food Service, Community Service, Building Construction, and Debt Service) is \$1,029,451,509. In addition to the General Fund, another key driver to arrive at this total is the Capital Projects Fund at \$118.9 million. These funds will be used to continue construction projects that are part of the SPPS Builds initiative, which addresses the ongoing need to replace or renovate aging infrastructure and outdated school spaces.

For FY26, the General Fund balance is anticipated to decrease by \$35.5 million. This includes all reserved accounts in the General Fund. The Food Service Fund balance is expected to remain consistent at \$820,021. The Community Service fund balance is expected to decrease by \$1.4 million in FY26. Despite this decrease, this fund balance remains relatively healthy at 31% of total operational expenses.

The FY26 proposed revenue, expenditure, and fund balance summary recommended for school board approval can be found in this budget book on page 13 and in the presentation at the Board of Education meetings on May 20, 2025, and June 10, 2025. Additional data within the budget book and presentation are supporting documentation from the school district budget work accomplished and communicated starting in November 2024. District administration will recommend school board approval and adoption of the FY26 budget as presented on June 10, 2025.

SPPS Achieves Strategic Plan Framework

Long-Term Student Outcomes:

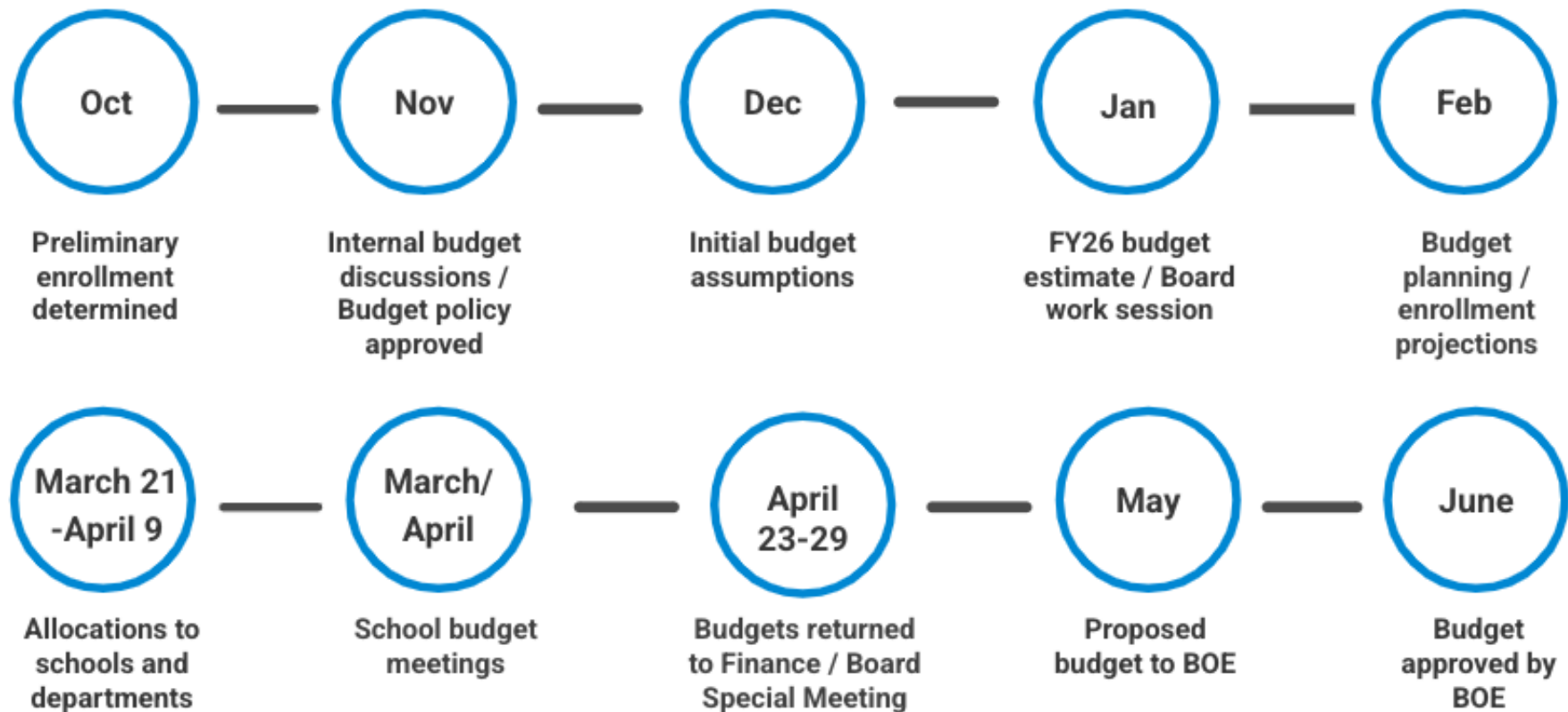
1. Decrease disparities in achievement based on race, ethnicity, culture and identity
2. Increase achievement of English Learners
3. Increase achievement of students receiving special education services

4. Improve kindergarten readiness
5. Increase academic growth in reading and math for all students
6. Prepare all graduates for college, career and life

Systemic Equity	Positive School and District Culture	Effective and Culturally Responsive Instruction	College and Career Readiness	Program Evaluation/Resource Allocation	Family and Community Engagement
Objective 1:	Objective 2:	Objective 3:	Objective 4:	Objective 5:	Objective 6:
Identify and address institutional and systemic inequities	Create inclusive school and district cultures	Increase our capacity to meet the instructional needs of each learner	Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education	Allocate resources based on program effectiveness and organizational priorities	Improve stakeholder engagement in district decisions
Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:
<ul style="list-style-type: none"> • Provide professional development to SPPS staff on equity practices • Study how SPPS programs operate to uncover and address inequitable practices and procedures 	<ul style="list-style-type: none"> • Implement culturally responsive Social Emotional Learning (SEL) districtwide aligned with Positive Behavioral Intervention & Supports (PBIS) 	<ul style="list-style-type: none"> • Implement culturally responsive teaching districtwide • Ensure all students have access to instruction in science, social studies, the arts, health, and physical education • Implement a districtwide middle school model 	<ul style="list-style-type: none"> • Strengthen college and career curriculum, instruction, pathways, and personal planning 	<ul style="list-style-type: none"> • Implement a system for routinely assessing program effectiveness • Allocate resources strategically through priority-based budgeting • Align school facilities with well-rounded programs 	<ul style="list-style-type: none"> • Implement authentic community engagement planning and strategies

205

FY26 Budget Timeline



206

Board Budget Parameters

At the beginning of the FY26 budget process, the Board of Education set the following budget parameters and guidelines for SPPS leadership to meet when making budget decisions:

1. Sustain funding for early education to retain and prepare students for success through their elementary education and to meet third-grade literacy standards
2. Sustain funding efforts to increase enrollment
3. Sustain expenditures related to increasing student engagement and decreasing student absenteeism

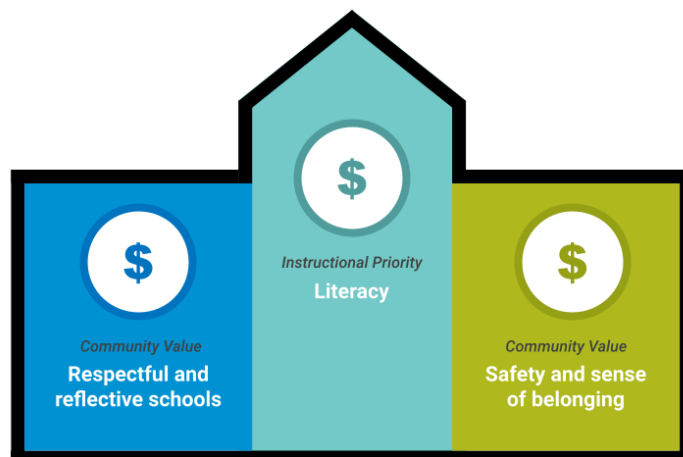
Additional Board guidelines for budget options:

- Reserve at least 5% of annual operating expense in the unassigned general fund balance per Board policy
- Decrease layers of central office staff

Community Budget Priorities

SPPS highly values input from the community as part of our work to create a budget that reflects the priorities of the students, families, and staff we serve. Throughout 2023, SPPS engaged with more than 10,000 students, families and staff to determine what they most value in education through community engagement sessions and surveys. Through this extensive engagement, the following values stood out as the most important to our community:

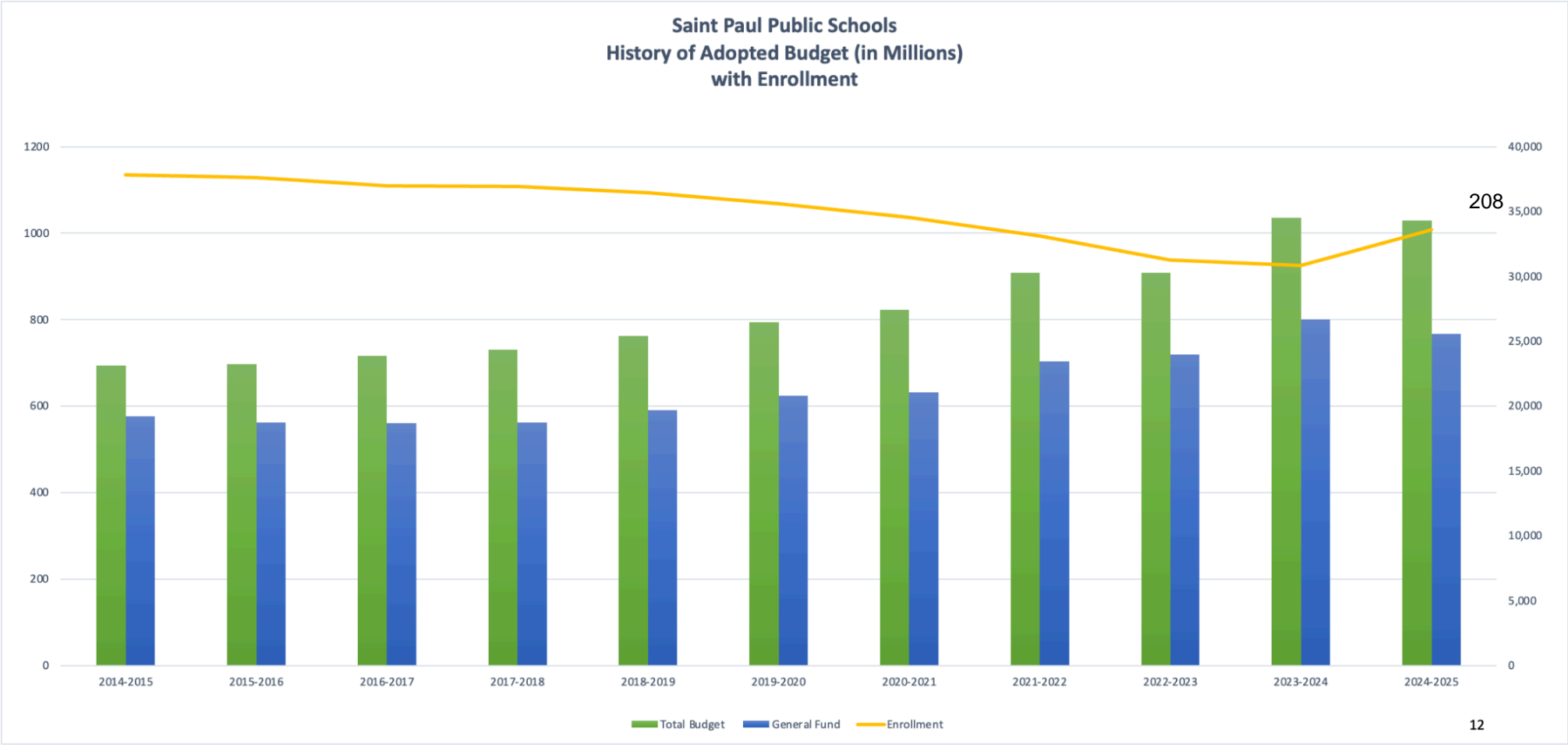
1. Increasing a sense of belonging and safety in our school communities
2. Ensuring students are respected and reflected in their curriculum and classrooms
3. Prioritizing literacy instruction to ensure that all students can read and create a foundation of success in school and in life



These community priorities were used to help inform budget decisions for FY25 and FY26. Please refer to the [FY25 Budget Engagement Summary](#) for information on how these community values were gathered.

While these Board parameters and community priorities guided 2025-26 budget decisions, it is important to note that many required expenses fall outside of these priorities and must be funded using available resources. This includes expenses like utilities, insurance, state and federal mandates, staffing ratios, and other fixed costs.

History of Adopted Budget with Enrollment

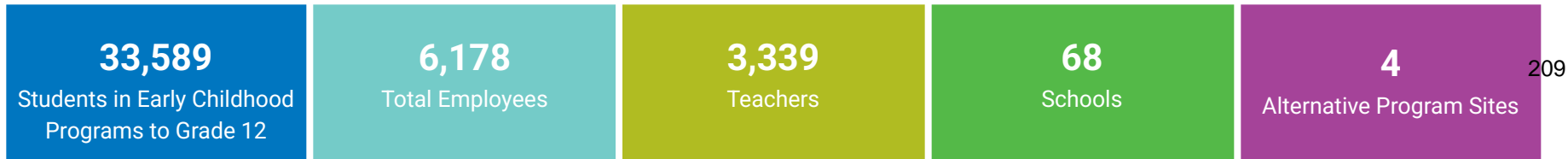


Saint Paul Public Schools at a Glance 2025

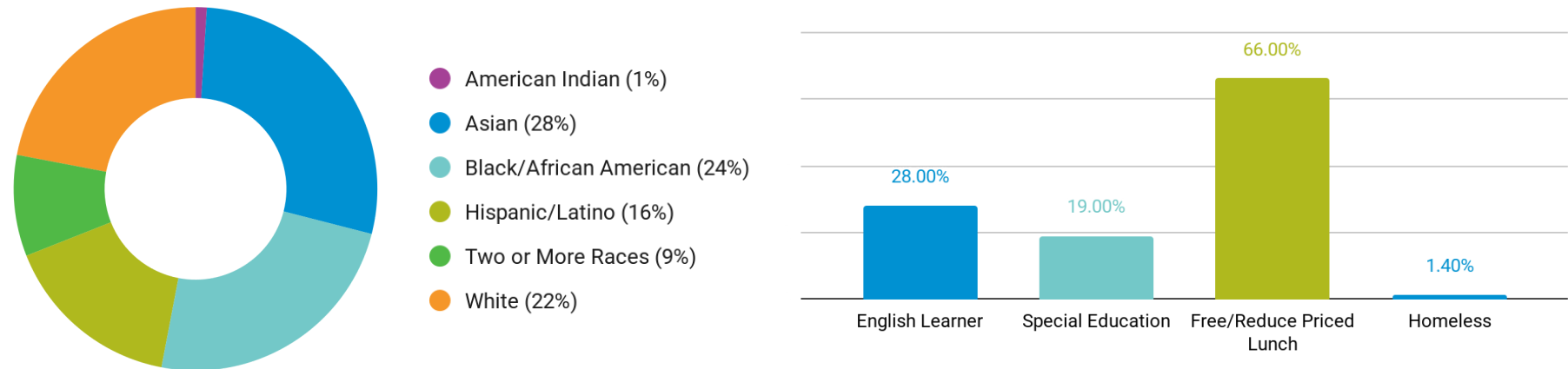
Profile of District

Founded in 1856, Saint Paul Public Schools (SPPS) is Minnesota's second-largest school district, educating more than 33,000 students across 68 schools. Highly trained and deeply dedicated staff, cutting-edge academic programs, and strong community support are among the district's hallmarks. Our students speak more than 115 languages, sharing their ideas and cultures with their classmates and teachers every single day.

Enrollment on October 1, 2024



Student Demographics



SPPS provides translation services for the four most common languages spoken other than English:

- Hmong (14%)
- Spanish (11%)
- Karen (8%)
- Somali (4%)

Overview of Funds

Funds are established in the Uniform Financial Accounting and Reporting Standards (UFARS) in accordance with statutory requirements and Generally Accepted Accounting Principles (GAAP). Transfers between funds are allowed only as specified in Minnesota Statutes 2021, sections 123B.79 and 123B.80. In general, revenues may be transferred from the General Fund to any operating fund only to eliminate a deficit. Such a transfer requires school board action. Below are the five primary funds used by Minnesota school districts, including SPPS.

01 General Fund - The General Fund is used to account for all revenues and expenditures of the school district not accounted for elsewhere. The General Fund is used to account for educational activities, district instructional and student support programs, expenditures for the superintendent, district administration, normal operations, and maintenance, pupil transportation, capital expenditures, and legal school district expenditures not specifically designated to be accounted for in any other fund. The General Fund typically accounts for the majority of the total school district budget.

02 Food Service Fund - The Food Service Fund is used to record the financial activities of a school district's food service program. Food service includes activities for the preparation and service of milk, meals, and snacks in connection with school and community service activities.

04 Community Services Fund - The Community Service Fund is used to record all financial activities of the Community Service program. Community Education includes only those activities authorized in Minnesota Statutes 2021, section 124D.19. The focus of these activities is enrichment programs for any age level that are not part of the K-12 education program. This section may also be used for K-12 summer school enrichment activities which, although educational, are not for credit and are not required for graduation.

06 Building Construction Fund - The Building Construction Fund is used to record all operations of a district's building construction program that are funded by the sale of bonds, capital loans, or major capital projects costing \$2,000,000 or more.

07 Debt Service Fund - The Debt Service Fund is used to record revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

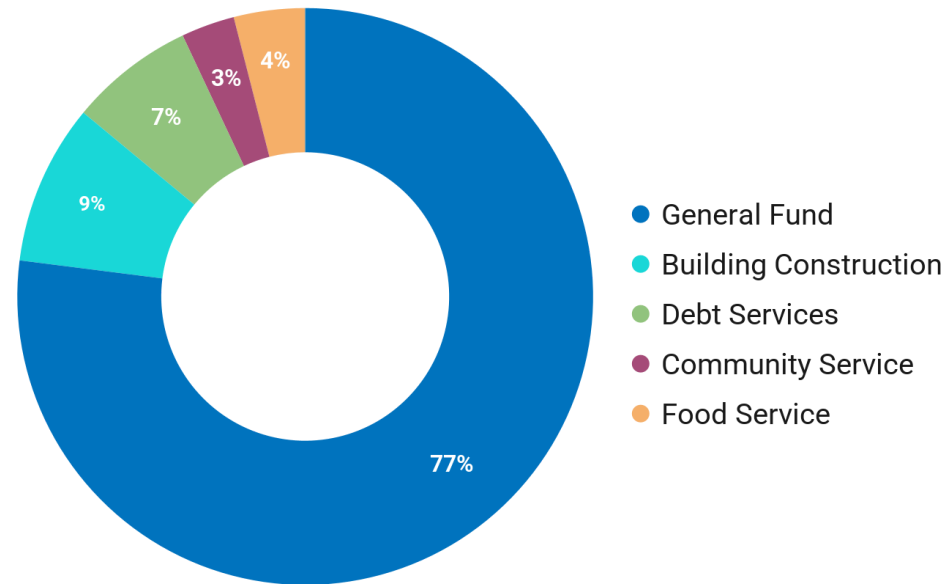
Revenue and Expenditures

Proposed Revenue and Expenditures by Fund

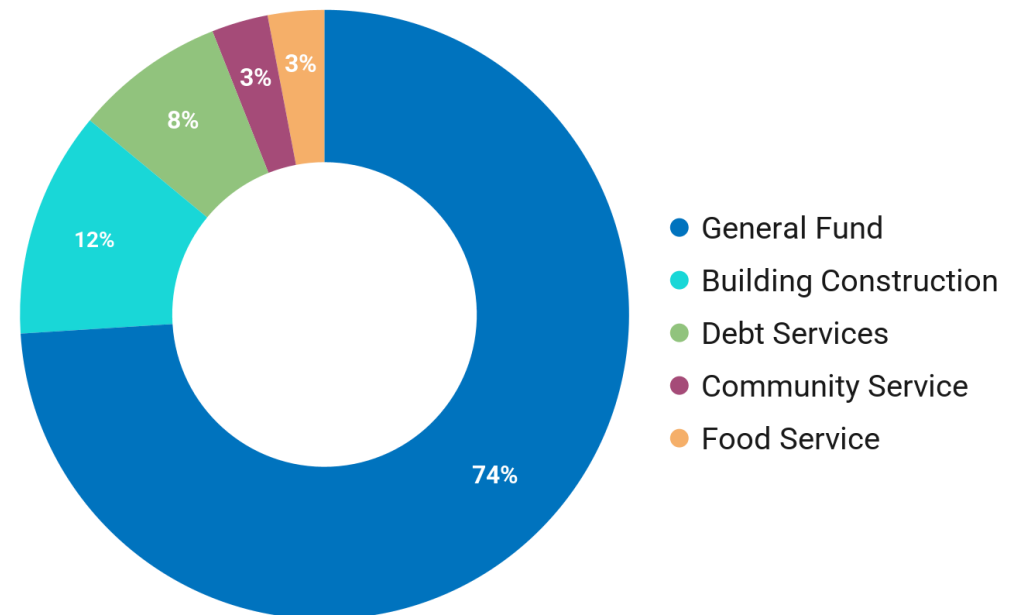
	Estimate Beginning Fund Balance (As of 5/15/25)	Revenue	Expense	Net Change in Fund Balance	Estimate Ending Fund Balance
					211
General Fund	\$164,439,780	\$731,543,107	\$767,046,514	-\$35,503,407	\$128,936,373
Food Service	\$820,021	\$33,016,123	\$33,016,123	\$0	\$820,021
Community Service	\$11,290,833	\$29,920,109	\$31,364,108	-\$1,443,999	\$9,846,834
Building Construction	\$64,835,670	\$85,000,000	\$118,891,454	-\$33,891,454	\$30,944,216
Debt Service	\$36,948,685	\$68,881,067	\$79,133,310	-\$10,252,243	\$26,696,442
Total - All Funds	\$278,334,989	\$948,360,406	\$1,029,451,509	-\$81,091,103	\$197,243,886

Total Revenue and Expenses by Fund

Revenue



Expenditures



212

Total Revenue by Fund

Funds	FY25 Revised Budget	FY26 Proposed Budget	Change
General Fund	\$720,686,908	\$731,543,107	\$10,856,199
Food Service	\$31,635,030	\$33,016,123	\$1,381,093
Community Service	\$30,121,100	\$29,920,109	-\$200,991
Building Construction	\$82,500,000	\$85,000,000	\$2,500,000
Debt Service	\$67,368,948	\$68,881,067	\$1,512,119
Total Revenue	\$932,311,986	\$948,360,406	\$16,048,420

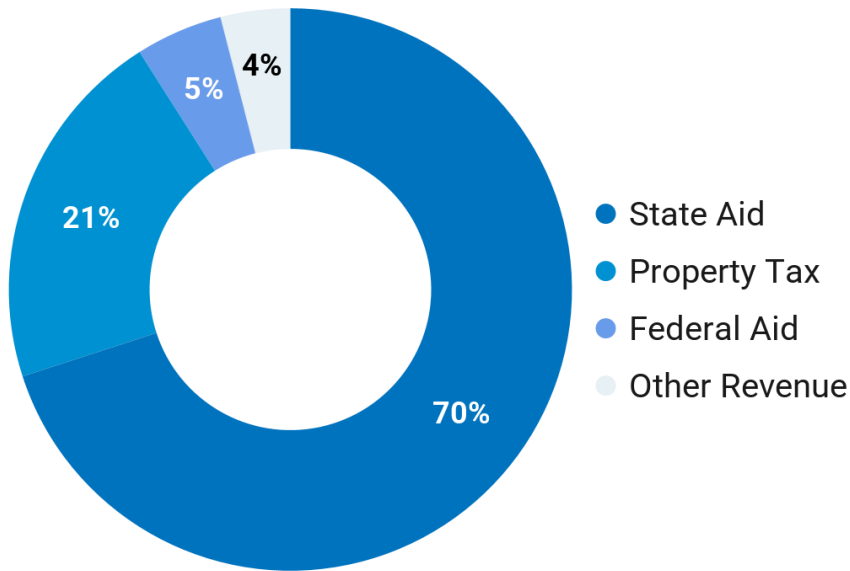
213

Total Expenditures by Fund

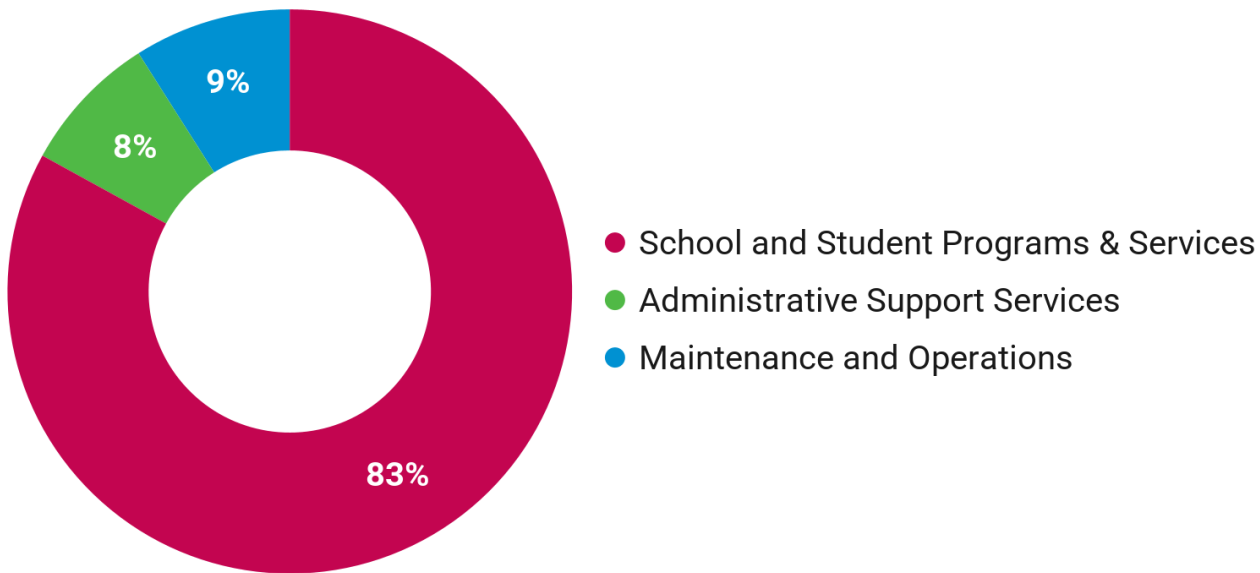
Funds	FY25 Revised Budget	FY26 Proposed Budget	Change
General Fund	\$749,091,283	\$767,046,514	\$17,955,231
Food Service	\$30,983,074	\$33,016,123	\$2,033,049
Community Service	\$32,622,704	\$31,364,108	-\$1,258,596
Building Construction	\$199,156,443	\$118,891,454	-\$80,264,989
Debt Service	\$67,929,546	\$79,133,310	\$11,203,764
Total Expenditures	\$1,079,783,050	\$1,029,451,509	-\$50,331,541

General Fund Revenue and Expenses

Revenue Sources



Expenditures



Total General Fund Revenue

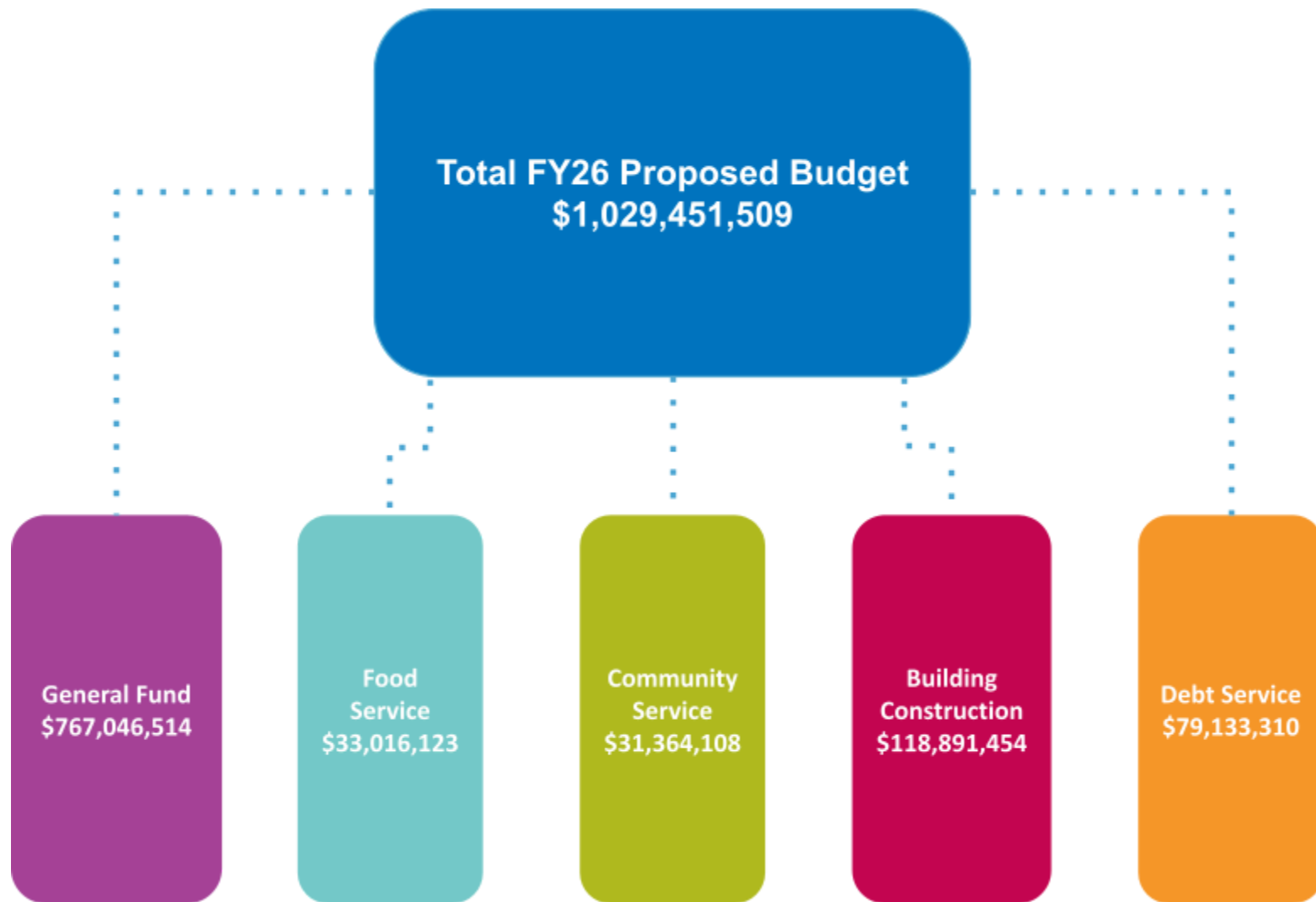
General Fund Revenue	FY25 Revised Budget	FY26 Proposed Budget	Change
State Aid	\$491,279,287	\$515,886,579	\$24,607,292
Property Tax Levy	\$137,621,012	\$153,355,357	\$15,734,345
Federal Aid	\$63,049,211	\$33,301,171	-\$29,748,040
Other Revenue	\$28,737,398	\$29,000,000	\$262,602
Total	\$720,686,908	\$731,543,107	\$10,856,199.00

215

Total General Fund Expenses

	FY25 Revised Budget	FY26 Proposed Budget
School & Student Program & Service	\$617,875,790	\$640,152,403
Administrative Support Service	\$61,413,572	\$61,955,137
Maintenance and Operations	\$69,801,921	\$64,938,974
Total	\$749,091,283	\$767,046,514

FY26 Total Proposed Budget



216

Proposed General Fund Budget

The General Fund consists of all activities that are not accounted for in a special-purpose fund. The activities include all regular and special education classroom activities, student and district support services, as well as building and grounds operations and maintenance, and transportation.

	FY25 Revised Budget	FY26 Proposed Budget	Change Year to Year
Estimated Beginning Fund Balance	\$121,110,706	\$92,706,331	-\$28,404,375
Revenue	\$720,686,908	\$731,543,107	\$10,856,199
Expenditures	\$749,091,283	\$767,046,514	\$17,955,231
Estimated Ending Total Fund Balance	\$92,706,331	\$57,202,924	-\$35,503,407

Analysis of the General Fund FY26 Compared to FY25

The FY25 General Fund revenue is projected to increase by \$10.9 million in FY26. Main drivers in specific categories include:

- An inflationary increase to the state formula allowance and operating levy: \$7.6 million
- A compensatory education aid increase: \$2.2 million
- Enrollment increase: \$1.1 million
- Property tax revenue: \$15.7 million, such as long-term facilities maintenance
- Increases in several categories were offset by the loss of federal American Rescue Plan revenue of \$29.7 million

The FY26 expenditure budget is expected to increase by \$17.9 million, compared to the FY25 revised budget. Other factors that impact the district's budget are employment contract settlements, inflationary pressures on items such as transportation and utilities, student enrollment, the state funding formula, and the district's continued commitment to innovate and maintain educational strategies to best meet the needs of each student.

The Adopted FY26 General Fund budget includes the planned use of the fund balance. The General Fund unassigned fund balance on June 30, 2026, is projected to be \$39.2 million, or 5.35%, which is within the 5% Board of Education policy 701.01. More information on the General Fund and allocations for schools and programs is provided in supplemental material within the FY26 proposed budget summary.

Proposed Food Service Fund Budget

A Food Service Fund must be established in a district that maintains a food service program for students. Food Services are those activities that have as their purpose the preparation and service of meals, lunches, and snacks in connection with school activities.

Every student attending school in person will receive a healthy breakfast and lunch at no cost through the Community Eligibility Provision. Students and youth participating in eligible after-school programs will receive a snack or supper at no cost through the Child and Adult Care Food Program. In addition, youth can receive summer meals at more than 60 schools, parks, recreation, community, and mobile cafe sites in St. Paul through the Summer Food Service Program.

	FY25 Revised Budget	FY26 Proposed Budget	Change
Estimated Beginning Fund Balance	\$168,065	\$820,021	\$651,956
Revenue	\$31,635,030	\$33,016,123	\$1,381,093
Expenditures	\$30,983,074	\$33,016,123	\$2,033,049
Estimated Ending Fund Balance	\$820,021	\$820,021	\$0

Analysis of Food Service Fund FY26 Compared to FY25

The fund balance includes total net cash resources in the Food Service account. To maintain the Food Service program's nonprofit status, sections 7 CFR210.14(b) and 7 CFR 210.19(a)(1) of the National School Lunch Program regulations require that the unreserved fund balances (net cash resources) of the Food Service account cannot exceed three months' average expenditures. The average three-month expenditure is \$8.4 million. The fund balance has been withdrawn over the past three years to account for rapid, sustained inflation for food, supplies, and labor.

Along with an anticipated 3.8% increase in federal meal reimbursements, the FY26 budget accounts for inflation in all major cost categories and represents significant department changes to reach a balanced budget. FY26 revenues are projected to increase by \$1.38 million compared to FY25 due to increased enrollment and participation. FY26 expenditures are expected to increase by \$2.03 million compared to FY25, which reflects department changes to adjust food, labor, and supply costs to achieve a balanced budget.

Healthy, culturally relevant, and scratch (district-prepared) foods remain central to the district's food philosophy. This priority is unwavering; however, the only way to balance the budget is to change the Nutrition Services program as a whole. To meet fiscal goals, the department is reducing costs in all expense categories.

Proposed Community Service Fund Budget

The Community Service Fund must be established in a district that provides services to residents in the areas of Adult Basic Education, Early Childhood Family Education, school readiness, school-age care, adults with disabilities, general enrichment, youth and senior programs, recreation, and other similar services.

	FY25 Revised Budget	FY26 Proposed Budget	Change
Estimated Beginning Fund Balance	\$13,792,438	\$11,290,834	-\$2,501,604
Revenue	\$30,121,100	\$25,461,951	-\$4,659,149
Expenditures	\$32,622,704	\$26,905,950	-\$5,716,754
Estimated Ending Fund Balance	\$11,290,834	\$9,846,835	-\$1,443,999

Analysis of Community Service Fund FY26 Compared to FY25

Revenue and expenditures for Community Service in FY26 are projected to decrease due to the expiration of American Rescue Plan funding and the conclusion of several non-renewed grants. At the same time, the addition of Discovery Club Summer and expanded community programming will contribute to increased expenditures. As a result, expenditures are expected to exceed revenues by approximately \$1.44 million. Staffing reductions were implemented to help stabilize programming and manage costs, and the district will utilize available fund balance to offset the shortfall for FY26.

Proposed Building Construction Fund Budget

The Building Construction Fund records financial activity relating to a building construction program resulting from the sale of general obligation bonds or certificates of participation by a school district. Minnesota statutes and federal arbitrage regulations govern the use of the funds. Building Construction funds are held in trust and expended only for authorized projects. Resources may be used for general construction, building additions, architectural and engineering costs, equipment, and costs of floating a bond issue.

	FY25 Revised Budget	FY26 Proposed Budget	Change
Estimated Beginning Fund Balance	\$181,492,113	\$64,835,670	-\$116,656,443
Revenue	\$82,500,000	\$85,000,000	\$2,500,000
Expenditures	\$199,156,443	\$118,891,454	-\$80,264,989
Estimated Ending Fund Balance	\$64,835,670	\$30,944,216	-\$33,891,454

Analysis of the Construction Fund 06 FY26 Compared to FY25

The Pay 25 (FY26) Levy includes \$20 million in 2024 Health and Safety/Deferred Maintenance PayGo. The Pay 25 levy also provides for issuing General Obligation School Construction Bonds and Certificates of Participation. FY26 includes expenses related to construction projects planned for and financed in FY25.

FY26 revenues are projected to be \$85 million with a fund balance from prior year proceeds anticipated to be used for ongoing work on major projects.

FY26 expenditures are estimated to be \$118.9 million. Construction will continue in FY26 on projects at Hidden River Middle School, Bruce Vento Elementary, Highland Park Middle School, Barack and Michelle Obama Elementary, and Jie Ming Mandarin Immersion. Within FY26, work will continue on other projects, such as deferred maintenance at Cherokee Heights, Farnsworth Aerospace Upper, and Bridge View School. The FY26 ending fund balance is projected to be \$30.9 million. All remaining fund balance is dedicated to specific projects in future years.

Based on current projections, the district will sell \$35 million in Certificates of Participation in the summer of 2025 and \$49 million of GO bonds, which comprises \$34 million for Long Term Facility Maintenance and \$15 million for School Building Bonds. The district also projects the need to sell approximately \$20 million of COPs in spring 2026 to complete the projects listed above and begin the Farnsworth Aerospace project.

Proposed Debt Service Fund Budget

The Debt Service Fund must be established in a district with outstanding bonded indebtedness for building construction or operating capital. The fund must record activity for initial or refunded bonds. The school board may authorize the investment of debt funds in certain types of securities as specified by law. The earnings accrued become a part of the Debt Service Fund.

	FY25 Revised Budget	FY26 Proposed Budget	Change
Estimated Beginning Fund Balance	\$37,509,283	\$36,948,685	-\$560,598
Revenue	\$67,368,948	\$68,881,067	\$1,512,119
Expenditures	\$67,929,546	\$79,133,310	\$11,203,764
Estimated Ending Fund Balance	\$36,948,685	\$26,696,442	-\$10,252,243

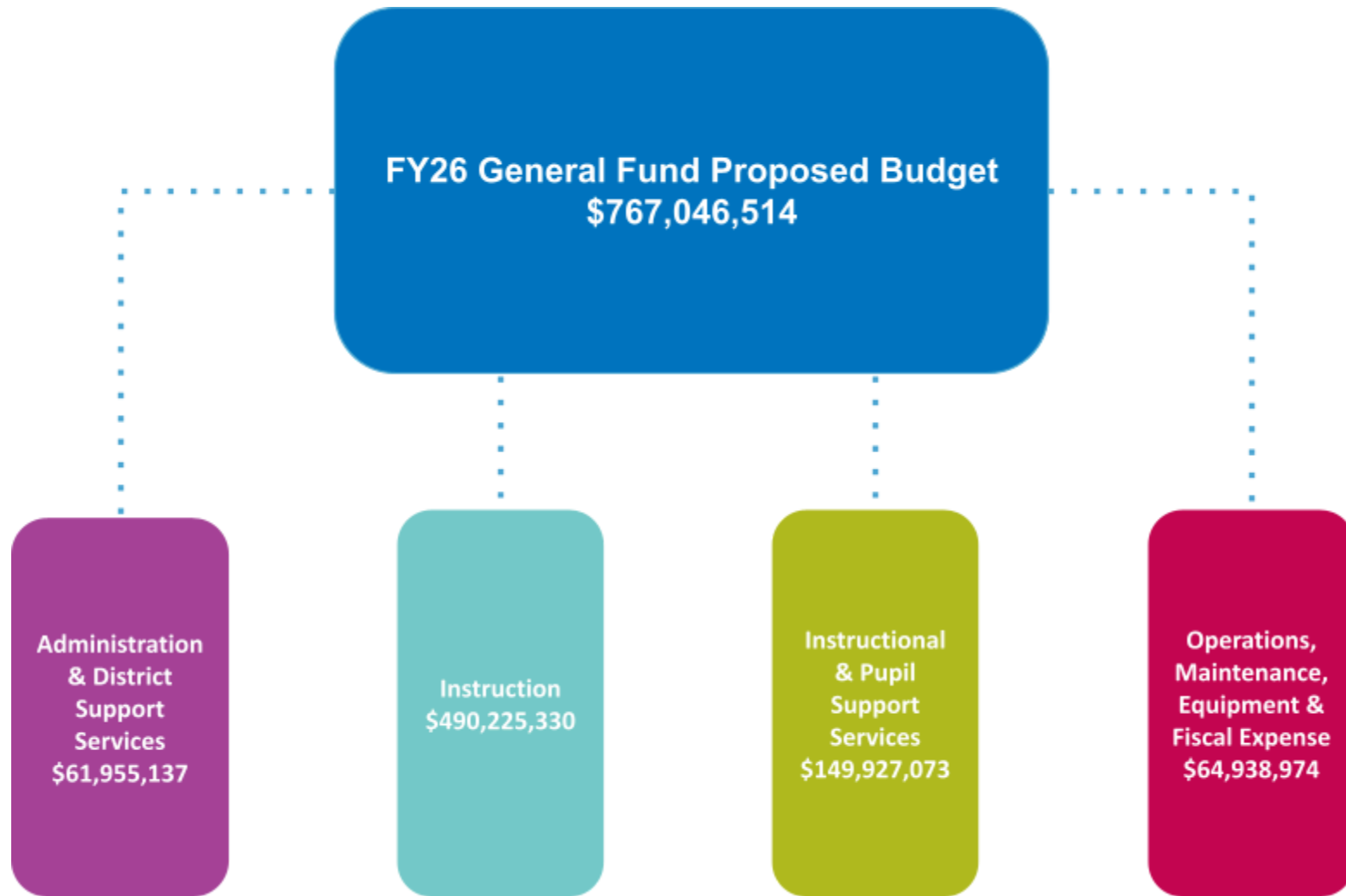
Analysis of the Debt Service Fund 07 FY26 Compared to FY25

FY26 revenue increases by \$1.5 million compared with FY25. The primary funding source for the Debt Service Fund is property taxes and state aid, which are projected at \$65.1 million for FY26, with the remainder of the funding from interest and rent. The debt service amount is determined through the 24 Pay 25 levy certification process, which was approved by the school board in December 2024.

FY26 expenditures represent the principal and interest payments on the district's outstanding debt. In FY26, if refunding opportunities occur, the budget will be revised. As approved by the Minnesota Department of Education, the total debt service expenditure amount is driven by scheduled debt redemption.

The FY26 ending fund balance is projected to decrease by \$10.3 million due to scheduled debt service principal and interest payment activity. The debt service fund cannot be used for general operating expenses.

FY26 Proposed General Fund Budget



222

General Fund School Site Allocation

Each fiscal year, SPPS reviews and updates allocation formulas and guidelines based on updated requirements from the state of Minnesota and employee contracts. The Department of Finance and the Division of Schools and Learning use these formulas and guidelines to allocate staffing and funding to schools. Principals then use those allocations to budget and manage the day-to-day operations of our schools. The Division of Schools and Learning works closely with all other divisions to ensure the school allocations are accurate and equitable.

View the [FY26 School Allocation Guidelines](#).

		Administration		Instructional Supports	Pupil Supports	Budgeted Amounts	
School Site Name	School #	Principal	Clerk	Total FTEs	Total FTEs	Total FTEs	Total Amount
PreK-5 Sites							
D400 - Online Elementary School Grade K-5	D400	0.66	1.50	9.65	3.58	15.39	\$1,599,751
D410 - Adams Elementary	D410	2.00	1.50	44.51	7.89	55.90	\$6,311,062
D422 - Battle Creek Elementary	D422	2.00	2.00	50.48	23.15	77.63	\$6,657,359
D424 - Benjamin E Mays Magnet	D424	2.00	2.00	37.03	21.59	62.62	\$5,093,430
D425 - Chelsea Heights Elementary	D425	1.00	1.50	25.69	10.86	39.05	\$3,909,647
D428 - Cherokee Heights Elementary	D428	1.00	2.00	28.38	13.76	45.14	\$4,356,195
D431 - Como Park Elementary	D431	2.00	2.00	47.21	23.23	74.44	\$6,360,929
D433 - Dayton’s Bluff Elementary	D433	1.00	2.00	31.78	14.24	49.02	\$4,478,463
D435 - Expo/Harriet Bishop	D435	1.00	2.00	41.22	21.46	65.68	\$5,610,068
D442 - East African Magnet	D442	1.00	2.00	37.86	10.76	51.62	\$5,070,986
D449 - Bruce F Vento Elementary	D449	2.00	2.00	50.28	25.50	79.78	\$6,936,818
D452 - Eastern Heights Elementary	D452	2.00	2.00	39.75	22.57	66.32	\$5,336,691
D460 - Four Seasons Elementary	D460	1.00	2.00	32.47	15.73	51.20	\$4,724,943
D462 - L'Etoile du Nord French Immersion	D462	1.00	1.50	21.91	4.72	29.13	\$3,243,593
D464 - Frost Lake Elementary	D464	2.00	2.00	56.67	20.30	80.97	\$7,581,409
D465 - Crossroads Elementary	D465	0.50	1.50	20.63	8.18	30.81	\$2,705,191
D466 - Crossroads Science	D466	0.50	1.50	19.68	7.18	28.86	\$2,789,977

223

D476 - Groveland Park Elementary	D476	1.00	1.50	38.24	16.74	57.48	\$5,325,387
D482 - Hamline Elementary	D482	1.00	2.00	30.75	11.75	45.50	\$4,356,025
D483 - Jie Ming	D483	1.00	1.50	28.89	5.23	36.62	\$4,329,933
D488 - The Heights Community School	D488	2.00	1.50	42.12	22.43	68.05	\$5,987,515
D491 - Highland Park Elementary	D491	1.00	2.00	37.63	17.10	57.73	\$5,248,723
D493 - Barack & Michelle Obama Montessori	D493	1.00	1.50	36.25	9.49	48.24	\$4,508,342
D496 - Highwood Hills Elementary	D496	1.00	2.00	38.68	16.40	58.08	\$5,326,924
D518 - Horace Mann School	D518	1.00	1.50	28.31	6.60	37.41	\$4,121,482
D524 - Maxfield Elementary	D524	1.00	2.00	31.62	16.20	50.82	\$4,494,117
D527 - Mississippi Elementary	D527	2.00	2.00	58.20	19.98	82.18	\$7,626,865
D533 - Nokomis Montessori North Elementary	D533	1.00	1.50	38.13	14.46	55.09	\$5,264,885
D534 - Nokomis Montessori South Elementary	D534	1.00	1.50	31.74	11.93	46.17	\$3,988,953
D541 - Txuj Ci Lower	D541	2.00	1.50	62.64	16.51	82.65	\$8,544,913
D545 - Randolph Heights Elementary	D545	1.00	1.50	27.28	4.92	34.70	\$4,120,873
D551 - Riverview Elementary	D551	1.00	1.50	28.79	7.48	38.77	\$3,947,695
D552 - Paul & Sheila Wellstone Elementary	D552	2.00	2.00	52.54	12.98	69.52	\$7,074,173
D557 - St. Anthony Park Elementary	D557	1.00	1.50	30.01	9.82	42.33	\$4,409,096
D558 - St. Paul Music Academy	D558	2.00	2.00	55.46	18.96	78.42	\$7,271,067
6-8 Sites							
D300 - Online Middle School Grade 6-8	D300	0.66	1.00	12.27	3.48	17.41	\$1,923,435
D310 - Battle Creek Middle	D310	3.00	2.00	49.65	21.82	76.47	\$8,003,335
D328 - Txuj Ci Upper	D328	2.00	2.00	33.45	9.22	46.67	\$5,066,557
D330 - Highland Park Middle School	D330	3.00	2.00	50.80	20.56	76.36	\$8,289,163
D342 - Murray Middle School	D342	3.00	2.00	37.86	15.98	58.84	\$6,275,158
D345 - Hidden River	D345	3.00	2.00	35.71	12.70	53.41	\$6,372,300
D348 - Barack & Michelle Obama Middle	D348	1.00	2.00	11.00	3.76	17.76	\$1,873,206
D357 - E-STEM	D357	3.00	2.00	37.64	17.37	60.01	\$6,283,308
D362 - Washington Magnet Middle School	D362	4.00	2.00	54.59	22.41	83.00	\$8,809,603
6-12 Sites							
D211 - Creative Arts Secondary School	D211	2.00	2.20	26.06	9.14	39.40	\$4,646,933

224

D225 - Humboldt High School	D225	4.00	3.00	75.00	34.14	116.14	\$11,975,028
D250 - Open World Community Secondary	D250	2.00	2.20	30.57	9.86	44.63	\$5,208,115
9-12 Sites							
D200 - Online High School Grade 9-12	D200	0.68	1.40	23.84	7.92	33.84	\$3,163,973
D210 - Central High School	D210	5.00	4.00	85.13	30.00	124.13	\$13,361,481
D212 - Como Park High School	D212	4.00	3.00	71.32	28.20	106.52	\$11,115,466
D215 - Harding High School	D215	5.00	4.00	96.40	34.97	140.37	\$14,870,864
D220 - Highland Park High School	D220	4.00	3.00	74.47	27.60	109.07	\$12,266,505
D230 - Johnson High School	D230	4.00	3.00	68.70	29.96	105.66	\$11,152,334
D252 - Washington Technology Magnet	D252	4.00	3.00	78.40	27.67	113.07	\$11,642,128
K-8 Sites							
D315 - Farnsworth Aerospace Upper	D315	3.00	2.00	37.33	16.16	58.49	\$5,962,110
D458 - Farnsworth Aerospace Lower	D458	1.00	2.00	39.18	11.88	54.06	\$5,480,655
D489 - Hazel Park Preparatory Academy	D489	2.00	2.00	48.15	25.33	77.48	\$7,256,527
D494 - Capitol Hill School	D494	3.00	3.00	57.95	12.69	76.64	\$9,133,328
D510 - Global Arts Plus Lower	D510	1.00	2.00	40.29	14.80	58.09	\$5,415,332
D528 - Global Arts Plus Upper	D528	2.00	2.00	34.30	13.04	51.34	\$5,359,881
D579 - American Indian Magnet	D579	2.00	2.00	51.40	21.67	77.07	\$6,995,524
ALCS and Other Sites							
D006 - AGAPE	D006	1.00	1.25	5.90	2.80	10.95	\$1,441,961
D710 - Gordon Parks	D710	2.00	1.59	17.77	6.38	27.74	\$3,299,759
D712 - Secondary Extended Programs	D712			-	0.00	0.00	\$2,355,532
D718 - Gateway to College	D718	1.00	1.58	6.07	4.08	12.73	\$1,553,893
D723 - LEAP	D723	1.00	1.58	14.50	6.32	23.40	\$2,774,256
D726 - ALC Elementary	D726			-	0.00	0.00	\$4,850,788
D728 - ALC On Track	D728			-	0.00	0.00	\$1,398,267
D841 - Guadalupe Alternative Programs	D841			-	0.00	0.00	\$43,724
D007 - Children's Hospital	D007	-	-	5.22	0.58	5.80	\$448,967
D035 - Early Childhood Intervention S	D035			-	0.00	0.00	\$131,093
D042 - Anna Westin House	D042	-	-	1.47	0.00	1.47	\$169,924

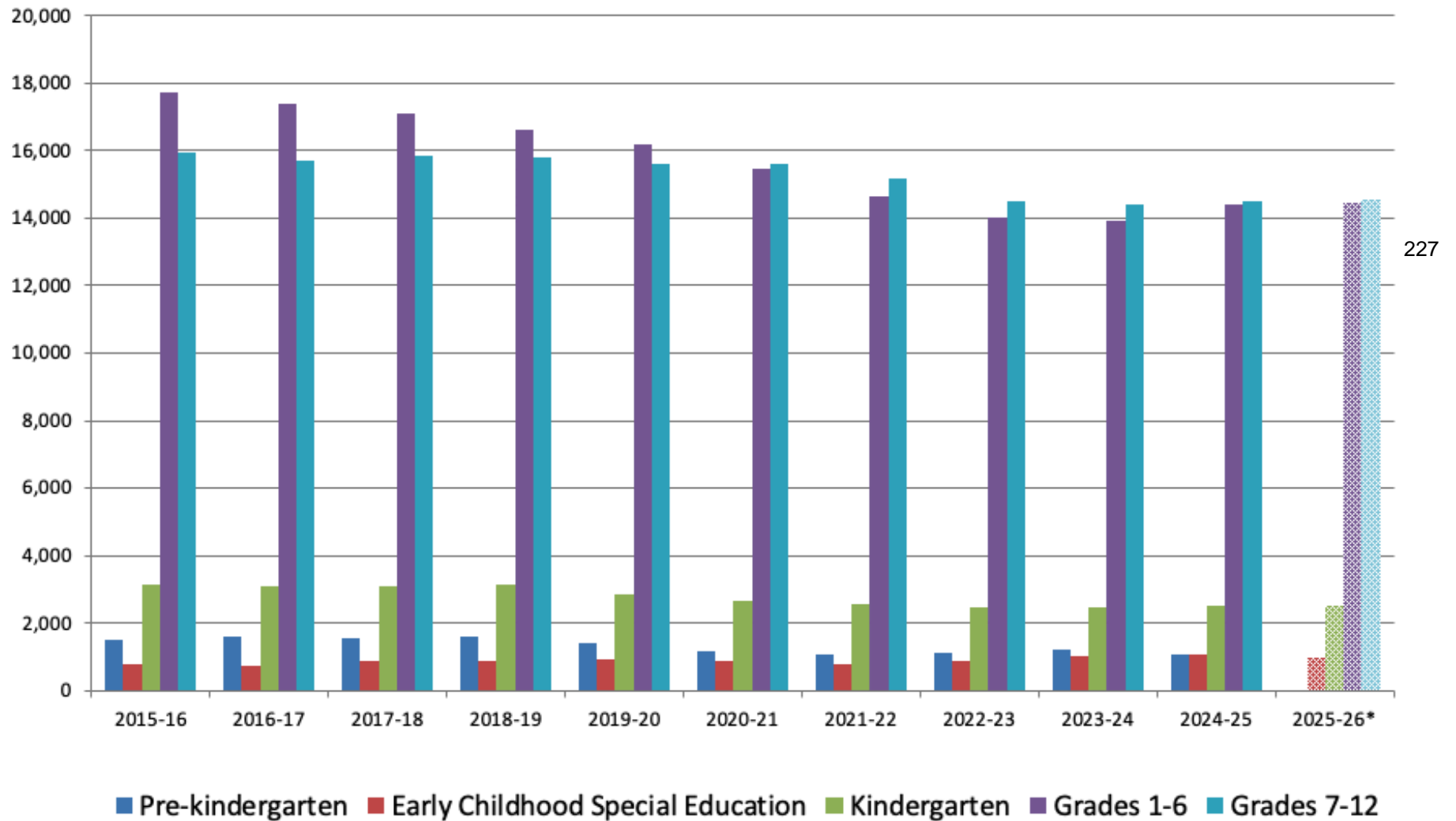
225

D054 - Brittany's Place	D054	-	-	1.47	0.00	1.47	\$137,132
D430 - Bridgeview	D430	2.00	1.20	35.83	57.76	96.79	\$6,881,765
D434 - PreK Hub West	D434	-	-	18.19	13.53	31.72	\$1,684,383
D607 - Rivereast	D607	2.00	1.00	33.60	29.70	66.30	\$4,384,060
D608 - Focus Beyond	D608	2.00	1.00	37.07	85.44	125.51	\$5,618,920
D620 - Early Ed Birth to Three	D620	-	-	51.30	3.00	54.30	\$5,135,627
D675 - United Hospital	D675	-	-	1.00	0.00	1.00	\$92,675
D678 - Juvenile Detention	D678	-	-	7.70	3.49	11.19	\$717,295
D695 - Journey's Secondary School	D695	2.00	1.00	13.55	20.40	36.95	\$2,711,948
D699 - ECSE Highwood Hills	D699	-	-	-	0.00	0.00	\$4,865,098
D699 - ECSE Inclusion	D009			-	0.00	0.00	\$62,924
TOTAL		130.00	132.50	2,804.58	1,209.39	4,276.47	\$427,375,720

226

The above allocations do not include non-salary/supplies, some Title funds, iPad accessories, extra duty allocations, and program allocations.

October 1, 2025, Projected Enrollments by Grade Level



*Projected enrollment for 2025-26. We do not project pre-kindergarten.

General Fund Program Allocations

Program Name	Program Number	FTE	Budget
Administration			
Board of Education	10	9.00	\$778,225
Equity, Strategy, Innovation General	31	1.50	\$487,449
Alternative Education	038, 039, 712, 716, 728	35.97	\$10,796,638
Superintendency	20	2.00	\$600,000
Maintenance Operation			
Facilities - Operations & Maintenance	807, 808, 809, 810, 811, 812	274.1	\$32,765,050
Facilities - Utilities	813		\$8,920,000
Facilities - Planning & LTFM	850, 865	99.15	\$23,253,924
Districtwide Support Services			
Admin and Operations General	029, 043	3.00	\$495,138
Communications	135	8.60	\$1,480,593
Equal Employment Opportunity	108	3.00	\$467,908
General Counsel's Office	150	4.00	\$800,000
Equity	129, 131, 132, 133	6.00	\$1,319,947
Innovation Office	024, 025, 026	8.00	\$930,587
Research, Evaluation, and Assessment	190	9.10	\$1,646,983
Financial Services	110, 112, 113	39.80	\$7,643,552
Human Resources	160	50.50	\$6,436,434
Human Resources - Substitutes	271		\$7,176,786
Human Resources - Talent Acquisition	161, 162, 163	13.00	\$2,524,835
Districtwide - Benefits, Insurance & Supplemental Pay	930, 940, 960, 6185, 6184		\$31,788,496
Districtwide - Transfers	950		\$617,880
Office of Accountability	105		\$364,000
Community Education	586		\$189,000
School Support Services			
Family Engagement & Community Partnerships	103, 134, 136, 717	10.5	\$2,887,841

Technology Services	107, 141, 170, 182, 612, 620, 630, 682	70.80	\$17,308,977
SEM	805, 815	43.00	\$4,129,808
Student Placement	106	13.00	\$1,779,889
Tech Services (Formerly Alternative Education)	613	6.00	\$1,319,148
Transportation	760	52.00	\$38,839,517
Federal Programs	204, 205, 209, 210, 216	89.22	\$12,245,885
Athletics	192, 292	16.00	\$8,324,048
Specialized Services	120, 164, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 414, 416, 420, 421, 422, 425, 465, 499, 721, 730, 740, 742, 744	489.17	\$47,997,379
Multilingual Learners	114, 115, 117, 119, 219	5.75	\$1,476,834
OCCR	301, 321, 341, 361, 365, 380, 399, 710, 712, 713, 714, 715	10.34	\$2,821,234
OCCR Indian Ed	196, 198	18.10	\$2,074,783
OCCR School Support	718, 730, 741	10.25	\$1,783,242
Schools and Learning General	034, 050, 201, 291, 298, 605, 642	32.60	\$2,803,762
Teaching and Learning	102, 111, 118, 200, 202, 203, 211, 212, 213, 214, 215, 218, 220, 221, 230, 240, 250, 255, 256, 257, 260, 261, 270, 280, 609, 610, 615, 616, 621, 640, 641, 643, 716	27.55	\$6,870,074
TOTAL		1,464	\$294,145,846

Appendix: Program Name and Code

Program Code	Program Name
000	Districtwide Revenue
010	Board of Education
020	Superintendent's Office
021	Negotiations/Labor Relations
022	Chief Executive Officer
023	Educational Partnerships
024	Office of Fund Development
025	Office of Innovation
026	Project Management Office
029	360 Colborne Equipment & Repair
030	Office of Leadership Development
031	Equity Strategy and Innovation
032	Secondary Education Administration
033	Chief of Operations
034	Division of Schools
035	Area A Office
036	Special Education Administration
037	Area B Office
038	ALC Admin Overhead
039	ALC Administration
042	Family & Community Involvement
043	Chief of Operations
050	School Administration
102	Pre-K Administration
103	Community Partners
104	Operations Office
105	Office of Accountability
106	Student Placement Center
107	Accountability Technology & Support Service
108	Equal Employment Opportunity
109	Partnerships
110	Business & Financial Affairs
111	Middle School Model Support
112	Enterprise Resource Planning
113	Risk Management
114	English Language Learners Support
115	Translation Professional Development
116	Storehouse
117	Multilingual Learning Professional Development

Program Code	Program Name
118	Talent Development & Acceleration Administration
119	Multilingual Learner Administration
120	Special Education Administration
129	Office of Equity Professional Development
130	Community Relations
131	Office of Racial Equity
132	Out for Equity
133	Multicultural Resource Center
134	Family & Community Engagement
135	Communications
141	Management Information Systems
150	General Counsel's Office
151	Internal Audit
160	Human Resources
161	SUTR Program
162	Educator Retention
163	Recruiting
164	Recruiting Paraprofessionals
170	Graphic Services
175	Site-based Management
182	Personalized Learning Through Technology - Administration
190	Research Evaluation & Assessment
192	Athletics Administration
196	Indian Education
198	American Indian Studies
200	Voluntary Pre-K
201	Education - Kindergarten
202	Education - Pre-K
203	Education - Elementary General
204	T2, Part A, Teacher & Principal Training
205	T3, Part A, English Language Acquisition
206	T4, Safe and Drug-free
207	T5, Part A, Innovative Programs
208	Child-Parent Center (CPC)
209	Title IV
210	T2, Part D - Enhancing Education
211	Education - Secondary General
212	Visual Art
213	Continuing Support
214	Transition Support
215	Business
216	Title I, Education Disadvantaged

Program Code	Program Name
217	Assurance of Mastery
218	Gifted & Talented
219	Limited English Proficiency
220	English (Language Arts)
221	Planetarium Staff
230	Foreign Language/Native Language
231	Fresh Force
240	Health, Physical Education & Recreation
248	Driver Education
250	Family Living Science
255	Industrial Education
256	Mathematics
257	Computer Science/Technology Education
258	Music
260	Natural Sciences
261	Belwin
270	Social Sciences/Social Studies
271	Substitute Teachers
272	Remedial Mathematics
273	Remedial Other Content Areas
274	Study Skills Improvement
275	Kdgn Individual Instruction
276	Elem Individual Instruction
277	Secondary Individual Instruction
278	Regular School Day-Longer Day/Week
279	Substantial Parental Involvement
280	Advancement Via Individual Determination (AVID)
281	Remedial Reading & Language Arts
283	Adult Diploma Program
291	Co-Curricular Activities (Non-Athletics)
292	Boys & Girls Athletics
294	Boys Athletics
296	Girls Athletics
297	Discovery Club
298	Extra-Curricular Activities
301	Agriculture Education
311	Marketing Occupations Education
321	Health Occupations Education
331	Homemaking Occupations Education
341	Business & Office Occupations Education
351	Technical Education
361	Trade & Industrial Occupations Education

Program Code	Program Name
365	Services Occupations Education
371	Diversified and Interrelated Occupations
380	School to Work Disabled
399	School to Work
400	General Special Education
401	Speech
402	Mild Mod
403	Mod Sev
404	Physical Impairment
405	Deaf and Hard of Hearing
406	Visual Impairment
407	Specific Learning Disabilities
408	Emotional Behavioral Disorders
409	Deaf Blind
410	Other Health Disabilities
411	Autism
412	Developmental Delay
414	Traumatic Brain Injury
416	Severely Multiply Impaired
420	Special Education - General
421	Third Party Reimbursement
422	Special Education-Students without Disabilities
425	Early Childhood Special Education
430	Focus Beyond
440	Mentally Impaired: Mild-Moderate
450	Mentally Impaired: Moderate-Severe
455	Developmental Adapted Physical Education (DAPE) & Special Education Prep
460	Physically Impaired
465	Hearing Impaired
470	Speech/Language Impaired
475	Visually Impaired
490	Specific Learning Disability
491	Occupational Therapy/Physical Therapy Services
492	Autism
493	Emotional/Behavioral Disorder
494	Treatment Centers
495	Non-Public Diagnostic
496	Home Instruction
499	Special Education SH and W
500	Adults with Disabilities
504	Community Education Administration
505	General Community Education Programs

Program Code	Program Name
510	Adults with Disabilities
520	Adult Basic & Continuing Education
570	Discovery Club
580	Early Childhood & Family Education
581	Pre-K Administration
582	School Readiness
583	Preschool Screening
584	School Readiness Plus
585	Youth Development/Youth Services
586	Freedom Schools
590	Other Community Programs
601	Education-Kindergarten Virtual
602	Education-PreK Virtual
603	Education-Elem Virtual
605	General Instructional Support
606	Accountability
607	School Quality Review & Intervention
608	Standards
609	Well-Rounded Education
610	Instructional Services
611	Education-Secondary Virtual
612	Digital Support Team
613	Office Digital Alt Education
614	Extended Day Learning (EDL) Summer
615	SEALS of Biliteracy
616	Instructional Design
620	Educational Technology
621	Educational Technology
630	Technology Infrastructure
631	Referendum Technology
637	Debt Service
640	Staff Development
641	Staff Development Districtwide
642	Achievement Plus
643	Peer Assistance and Review
679	Food Services
680	Food Services
681	Technology Infrastructure
682	Personalized Learn Through Technology
687	Transportation Administration
710	Secondary Counseling & Guidance
712	Elementary Counseling & Guidance

Program Code	Program Name
713	Earn as You Learn
714	Career Pathways
715	Counseling and Guidance
716	Career Curriculum
717	Academic Parent Teacher Team (APTT)
718	School Climate
720	Student Wellness
721	Student Wellness Administration
730	Psychological/Mental Health Services
740	Social Work Services
741	School Attendance Matters
742	Elem Alternative to Expulsion
743	Alternative to Expulsion A2E
744	C3 Program
760	Pupil Transportation
761	District-Owned Buses
777	Unassigned Staff
790	Other Pupil Support Services
805	School Security
807	Personal Protective Equipment (PPE)
808	Facilities Workers
809	Indoor Air Filtration
810	Operations & Maintenance
811	Grounds
812	Custodial
813	Utilities
815	Safety & Security
816	Drug Abuse Prevention
817	Gang Resistance Education
818	Other School Safety
850	Facility Planning, Leases, H & S
855	Alternative Facilities
865	LTFM excl Prog 866 & 867
866	LTFM \$100,000-\$1,999,999 /site
867	LTFM \$2 million or more/site
868	LTFM 2m Pay As You Go
870	Building Construction
875	COPs
920	Short-term Borrowing
930	Employee Benefits
935	Post Employment Benefits
940	Insurance

Program Code	Program Name
950	Transfers
960	Other Nonrecurring Items

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



Board File No. _____

Date _____

**RESOLUTION CERTIFYING THE POPULATION ESTIMATE FOR THE 2025 PAYABLE 2026 LEVY OF
INDEPENDENT SCHOOL DISTRICT 625 - ST. PAUL PUBLIC SCHOOL**

WHEREAS, the Independent School District #625 has experienced an increase in population from the 2020 census figure of 311,527, to the current census figure of 313,375 as determined by the State Demographer.

BE IT RESOLVED, by the School Board of Independent School District 625 that the census figure of 313,375 be certified to the State Demographer for approval of use in the 2025 payable 2026 revenue calculations.

For the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

And the following voted against: _____

Whereupon said resolution was declared duly passed and adopted.

Date: _____

BY ORDER OF THE SCHOOL BOARD

Adopted June 10, 2025

CHAIR Board of Education

CLERK Board of Education



THIRD READING

Policy 401.00 Equal Employment Opportunity

238

Regular Meeting of the Board of Education
June 10, 2025

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.
- In addition to the policy formatting, other updates to this policy include wording changes (e.g. schools to District).
- Now cross references Title IX Grievance Procedures - 102.00.01 and 418.00 Gender Inclusion - Staff

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

Questions?

240



THIRD READING

Policy 408.00.5 Pre-Service Training

241

Regular Meeting of the Board of Education
June 10, 2025

Policy 408.00.5 Pre-Service Training

Current Policy:

1. Last revised in 2013
2. Transitioned to new policy format, which includes Policy Purpose
3. Does not accurately reflect our current practices and MN state statute

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 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.

Policy 408.00.5 Pre-Service Training

Current Policy:

1. States the number of teacher candidates a cooperating teacher can host
1. 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

243

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 assignment²⁴⁴
 - (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.
1. 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~~²⁴⁵ ~~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.

Questions?

246



THIRD READING

Policy 425.00 Nepotism

247

Regular Meeting of the Board of Education
June 10, 2025

Policy 425.00 Nepotism

Current Policy:

Current Policy:

- Last revised in 2008
- 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 business²⁴⁸ 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

249

Questions?

250



THIRD READING: Policy 420.00 Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions

251

Board of Education Meeting

5/20/25

Becky Schmidt, Director, Health and Wellness

Policy 420.00 Sexually Transmitted Infections and Other Communicable Diseases

This originally arose over public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including, but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis. School boards were advised to adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected.

252

Why are we proposing to amend this policy?

- Policy was last updated in 2008
- Review the necessity of the content in the Policy
- Consider rescinding Policy (not required per [MSBA/MASA Model Policy 420](#))

Comparisons to Other School Districts

Districts With Policy 420.00:

- [Anoka Hennepin Policy](#)
- [Bloomington](#)
- [Fridley](#)
- [Minneapolis](#)
- [Minnetonka](#)
- [Northeast Metro ISD 916](#)
- [North St. Paul/Maplewood/Oakdale](#)
- [Osseo](#)
- [Prior Lake/Savage](#)
- [Robbinsdale](#)
- [Rochester](#)
- [South St. Paul](#)
- [South Washington County](#)
- [Spring Lake Park](#)
- [St. Louis Park](#)
- [White Bear Lake](#)

Districts With No Policy 420.00:

- Eden Prairie
- Edina
- Mounds View
- Richfield
- Roseville
- SouthWest Metro ISD 288²⁵³

Language Proposed to be Removed

REMOVE:

All sections:

- “STUDENTS”
- “EMPLOYEES”
- “CIRCUMSTANCES AND CONDITIONS”
- “STUDENTS WITH SPECIAL CIRCUMSTANCES AND CONDITIONS”
- “EXTRACURRICULAR STUDENT PARTICIPATION”
- “PRECAUTIONS”
- “INFORMATION SHARING”
- “REPORTING”
- “PREVENTION”
- “VACCINATION AND SCREENING”

JUSTIFICATIONS:

Existing legal protections, State and Federal Guidance:

- [IDEA](#)
- [Section 504](#)
- [ADA](#)
- [Title VII](#)
- [MN Human Rights Act](#)
- [Minnesota Department of Health](#)
- [Infectious Diseases in Childcare Settings and Schools Manual](#)
- [Sec. 121A.611 MN Statutes](#)
- [MN Communicable Disease Reporting Rules](#), including reportable communicable diseases for persons required
- [HIPAA](#)
- [FERPA](#)
- [OSHA Bloodborne Pathogens standard, 29 CFR 1910.1030](#) and Facilities’ [Bloodborne Pathogen and Infectious Waste Program](#)
- Partnerships with Family Tree Clinic and Health Start Clinics

- Questions?
- Recommend rescinding Policy 420.00

255



Saint Paul
PUBLIC SCHOOLS

THIRD READING: Policy 516.01 Immunizations

256

Board of Education Meeting

5/20/25

Becky Schmidt, Director, Office of Health and Wellness

Policy 516.01 Immunizations

Why are we proposing to amend this policy?

- Policy was last updated in 2008
- Add Purpose and General Statement of Policy
- Minor revisions to content to include history of disease, adult students, and homelessness exemptions

257

DRAFT: Immunization Policy 516.01 Review

Proposed Language Revisions

ADD:

I. PURPOSE

II. GENERAL STATEMENT OF POLICY

REVISE:

III. STUDENT IMMUNIZATION REQUIREMENTS

III. 1. a.

III. 1. b

III. 1. d.

III. 2.

JUSTIFICATION:

I. and II. Align with SPPS Policy formats

III. Minor revision to make language more inclusive

III. 1. a. Includes history of disease as an²⁵⁸ exemption

III. 1. B. includes homelessness as an exemption from exclusion

III. 1. d. Exempts non-MN online school students

III. 2. Includes online schools in list

- Questions?
- Recommend vote to approve Policy 516.01

259

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 ("District") shall provide equal employment opportunity for all applicants and employees. The 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 District also shall make reasonable accommodations for ~~disabled~~ employees with disabilities.
- B. The ~~school~~ District prohibits any forms of discrimination and harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible discrimination or 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 Director Board of Education and/or Superintendent or designee, such as the Head~~ 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

Revised: 6/17/2008, 2025

425.00 NEPOTISM

I. POLICY 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 and business partners 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 Head 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 the Superintendent or designee, such as 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 Superintendent or designee, such as the Head of Human Resources. All such complaints will be treated as confidentially as feasible and will be addressed by the Superintendent or designee such as the Head 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

Current Policy: [Sexually Transmitted Diseases Policy 420.00](#)

~~STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS~~

~~STUDENTS~~

~~It is the policy of the school board that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases shall be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases shall include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.~~

~~EMPLOYEES~~

~~It is the policy of the school board that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.~~

~~CIRCUMSTANCES AND CONDITIONS~~

- ~~1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district shall be made on a case by case basis. Such decisions shall be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties) and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination shall be made in consultation with the educational planning team.~~
- ~~2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by~~

~~consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.~~

~~STUDENTS WITH SPECIAL CIRCUMSTANCES AND CONDITIONS~~

~~The school, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, shall weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic re-evaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.~~

~~EXTRACURRICULAR STUDENT PARTICIPATION~~

~~Student participation in nonacademic, extracurricular and non-educational programs of the school district are subject to a requirement of equal access and comparable services.~~

~~PRECAUTIONS~~

~~The school district shall develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)~~

~~INFORMATION SHARING~~

- ~~1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.~~
- ~~2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.~~

~~REPORTING~~

~~If a medical condition of student or staff threatens public health, it must be reported to the Commissioner of Health.~~

~~PREVENTION~~

~~The school district shall, with the assistance of the Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minn. Stat. § 121A.23 which includes:~~

- ~~1. Planning materials, guidelines, and other technically accurate and updated information;~~
- ~~2. A comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;~~
- ~~3. Cooperation and coordination among school districts and Service Cooperatives;~~

4. ~~A targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;~~
5. ~~Involvement of parents and other community members;~~
6. ~~In-service training for district staff and school board members;~~
7. ~~Collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;~~
8. ~~Collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and~~
9. ~~Participation by state and local student organizations.~~
10. ~~The program must be consistent with the health and wellness curriculum.~~
11. ~~The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources including public health funds and foundations, department professional development funds, federal block grants or other federal or state grants.~~

VACCINATION AND SCREENING

~~The school district shall develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law.~~

LEGAL REFERENCES:

~~[Minn. Stat. § 121A.23 \(Health-Related Programs\)](#)~~

~~[Minn. Stat. Chapter 363A \(Minnesota Human Rights Act\)](#)~~

~~[Minn. Stat. §§ 144.441-442 \(Tuberculosis Screening in Schools\)](#)~~

~~20 U.S.C. § 1400 et seq. (Individuals with Disabilities Education Improvement Act of 2004)~~

~~29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)~~

~~42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)~~

~~Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), cert. denied, 493 U.S. 892, 110 S.Ct. 239 (1989)~~

~~School Board of Nassau County, Fla. v. Arline, 480 U.S. 273, 107 S.Ct. 1123 (1987)~~

~~16 EHLR 712, OCR Staff Memo, April 5, 1990~~

Current SPPS Immunization Policy:

<https://resources.finalsite.net/images/v1699023036/sppsorg/pf74oq16j88w3tqfsnnl/51601-students-immunization-17-08former00.pdf>

516.01 STUDENTS: IMMUNIZATIONS

I. STUDENT IMMUNIZATION REQUIREMENTS

No students may enroll in a pre-school, elementary or secondary program of the District until the student has submitted a written statement to the school nurse from a physician, public health clinic or the student's parent or guardian of the date(s) (month/day/year) on which the student has received the immunizations required by the Minnesota School Immunization Law.

1. A student will be exempted from immunization requirements under the following circumstances:
 - a. For any immunization, if a physician submits a signed statement that an immunization is contraindicated for medical reasons, or that laboratory confirmation of the presence of adequate immunity exists; or
 - b. For any and all immunizations, if the student's parent or guardian submits a notarized statement that the child has not been immunized because of their conscientiously held beliefs or the conscientiously held beliefs of the parent or guardian.
 - c. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.
2. Each elementary and secondary school and pre-school program shall collect immunization records for each student enrolled. When a student transfers to a different school, the school nurse shall transfer the immunization file to the student's new school within 30 days of the transfer.
3. A transferring student shall have a maximum of 30 days to submit immunization records.
4. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization(s) within the specified time frames shall be excluded from school by the Board of Education until such time as the appropriate proof of immunizations or exemption documentation has been provided.

LEGAL REFERENCES:

[Minn. Stat. § 123.70, Health Standards: Immunizations](#)

