

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

**August 6, 2025**  
**4:30 PM**

**A G E N D A**

1. **CALL TO ORDER**
  2. **AGENDA**
    - A. Superintendent's Announcements
    - B. Classification and Compensation Study 2
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (TBD)
    - C. Policy Update
      1. Introduction
      2. Presentation 18
        - a. Policy 502.00 – Attendance Areas: Resident Students 37
        - b. Policy 520.00 – Technology Usage & Safety 39
        - c. Policy 419.00 – Professional and Respectful Workplace 45
      3. Discussion
      4. Action
  3. **ADJOURNMENT**
  4. **WORK SESSION**
    - A. Board Initiated Goals Governance (B.I.G.G.)
- #BoldSubject#

# **CLASSIFICATION & COMPENSATION STUDY**

## **SAINT PAUL PUBLIC SCHOOLS**

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Kristen Fitzpatrick, Senior Consultant  
August 6, 2025



EVERGREEN SOLUTIONS, LLC

# AGENDA

*01*

Study Goals

*02*

Internal Review

*03*

External Review

*04*

Recommendations

*05*

Questions

# STUDY GOALS

## Internal Review

Review current classification and compensation system for select bargaining units to ensure internal equity

- Assessment of Current Conditions
- Employee Outreach
- Job Assessments (JAT)

## External Review

Survey peer organizations to ensure external equity

- Market Survey

## Recommendations

Produce recommendations to provide the District with a system that is equitable, both internally and externally, for select bargaining units

# INTERNAL REVIEW

## Assessment of Current Conditions

Eight (8) bargaining units included – AFSCME, Bus Drivers, CCEA, Custodians, Educational Assistants, Nutrition Services Personnel, SCSP, and Teacher Assistants; plans organized by pay grade or individual classification.

Signs of compression between new and tenured employees was noted for all bargaining units reviewed; however, more research would need to be conducted to determine the cause (e.g., credit provided for external experience, etc.)

# INTERNAL REVIEW

## Employee Outreach

*Employee Outreach  
Survey + Focus Groups*

Employees cited low starting pay and high local cost of living as major barriers to recruitment and retention, and called for higher starting salaries and cost-of-living adjustments.

Many felt compensation practices lacked equity and transparency, especially around stipends, longevity pay, and how initial salaries are determined.

Over half of respondents felt job descriptions were outdated and didn't reflect current responsibilities, particularly as roles have evolved post-COVID.

A majority of staff wanted clearer career progression opportunities, noting that some roles offer advancement levels while others do not.

Employees stated they stay with the District primarily for the work schedule, students, coworker relationships, and benefits, but would like stronger market competitiveness to remain long-term.

# INTERNAL REVIEW

## Job Assessments (JAT)

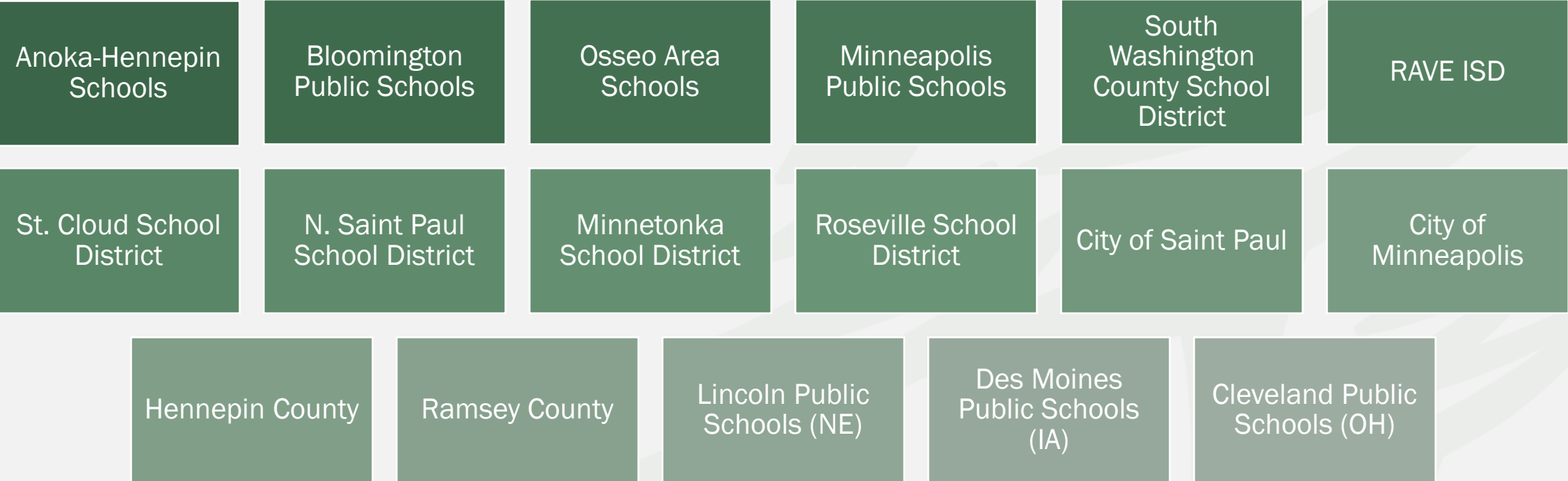
Overall, the position hierarchy across all units appeared appropriately aligned, with clear distinctions between levels of responsibility.

Within the AFSCME group, numerous positions shared similar scopes of work and responsibility, suggesting opportunities for title consolidation and modernization of outdated classifications.

In the Educational Assistant (EA) unit, several positions did not align with the typical functions of an educational assistant, indicating a need to reevaluate role definitions and placement within the unit.

# EXTERNAL REVIEW

*Responding Market Peers*



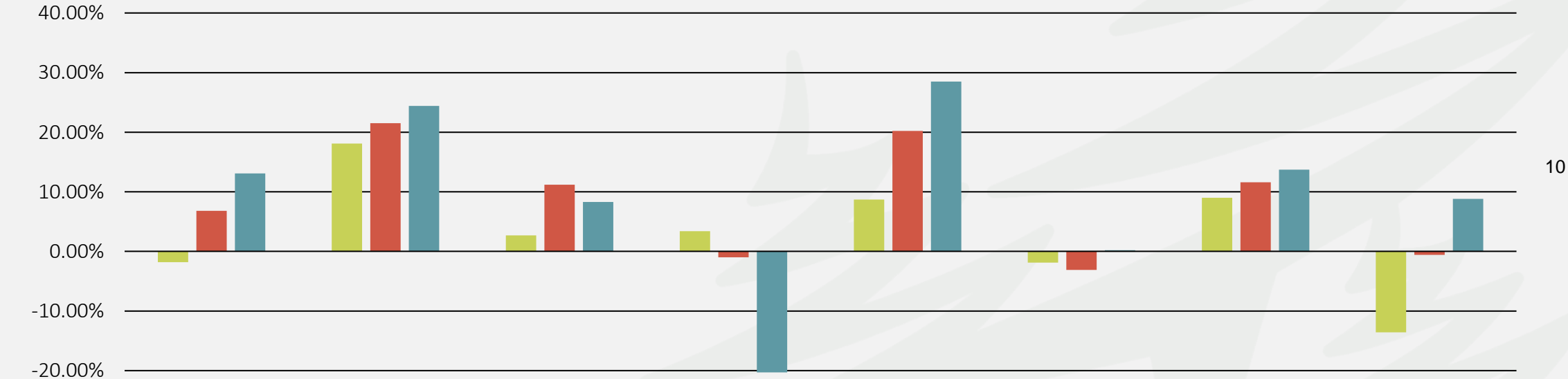
# EXTERNAL REVIEW

*Market Results by Bargaining Unit*

Bargaining Unit	Minimum % Difference	Midpoint % Difference	Maximum % Difference	Survey Average Range Spread
AFSCME	-1.8%	6.8%	13.1%	25.8%
Bus Driver	18.1%	21.5%	24.4%	14.3%
CCEA	2.7%	11.2%	8.3%	30.1%
Custodians	3.4%	-1.0%	-20.3%	13.2%
EA	8.7%	20.2%	28.5%	24.0%
Nutrition Services	-1.9%	-3.1%	0.2%	14.5%
TA	9.0%	11.6%	13.7%	22.0%
SCSP	-13.6%	-0.6%	8.8%	24.9%

# EXTERNAL REVIEW

## Market Results by Bargaining Unit



	AFSCME	Bus Driver	CCEA	Custodians	EA	Nutrition Services	TA	SCSP
■ Minimum	-1.80%	18.10%	2.70%	3.40%	8.70%	-1.90%	9.00%	-13.60%
■ Midpoint	6.80%	21.50%	11.20%	-1.00%	20.20%	-3.10%	11.60%	-0.60%
■ Maximum	13.10%	24.40%	8.30%	-20.30%	28.50%	0.20%	13.70%	8.80%

■ Minimum ■ Midpoint ■ Maximum

# RECOMMENDATIONS

01.

Update and modernize select classification titles.

02.

Revise all job descriptions to include updated classification information provided in the JAT, and review job descriptions and FLSA statuses annually for accuracy to determine if the classification is assigned to the appropriate bargaining unit.

03.

Update the pay plans for Nutrition Services Personnel and SCSP; market adjustment does not appear to be warranted for AFSCME, Bus, Custodians, CCEA, EA, or TA.

04.

Slot all classifications into the plans based on external and internal equity; transition employee salaries into the proposed plans.

05.

Continue to conduct structured job studies of positions as well as small-scale salary surveys as needed.

06.

Conduct a comprehensive classification and compensation study every three to five years, subject to budget constraints and as market conditions are warranted.

07.

Review and revise, as appropriate, existing pay practice guidelines for all units within the District.

# RECOMMENDATIONS

*Proposed Pay Plan for SCSP*

Grade	Minimum	Midpoint	Maximum	Range Spread
1-Base	\$26.51	\$32.45	\$38.39	44.8%
1-BA	\$27.39	\$34.25	\$41.11	50.1%
1-MA	\$28.28	\$35.31	\$42.34	49.7%
2-Base	\$30.45	\$36.23	\$42.01	38.0%
2-BA	\$31.66	\$38.34	\$45.02	42.2%
2-MA	\$32.71	\$39.50	\$46.29	41.5%
3-Base	\$35.55	\$42.54	\$49.53	39.3%
3-BA	\$36.99	\$45.04	\$53.08	43.5%
3-MA	\$38.19	\$46.39	\$54.58	42.9%

# RECOMMENDATIONS

*Proposed Pay Plan for Nutrition Services Personnel*

Grade	Minimum	Midpoint	Maximum	Range Spread
NS Supervisor 1	\$21.96	\$23.86	\$25.76	17%
NS Supervisor 2	\$24.44	\$26.67	\$28.89	18%
NS Supervisor 3	\$27.48	\$29.72	\$31.96	16%
NS Assistant	\$18.38	\$20.07	\$21.77	19%
NS Assistant 2	\$20.33	\$22.13	\$23.93	18%
NS Temporary	\$16.77	\$16.77	\$16.77	0%
NS Helper	\$16.06	\$17.14	\$18.23	14%

# RECOMMENDATIONS

*Implementation Method with Estimated Total Cost*

## **Current Step**

*Estimated Total Cost: \$1,852,928.31*

- This option places employees on their current step in the revised salary range/plan. For example, an employee currently on step 10 would be placed on step 10 in the updated plan. This option is recommended for the SCSP, Nutrition Services, and AFSCME groups.

# RECOMMENDATIONS

*Implementation Cost by Bargaining Unit*

## AFSCME

*(Classification Grade Changes Only)*

- \$23,876.80

## Nutrition Services

- \$130,439.37

## SCSP

- \$1,698,612.14

# QUESTIONS



A large, stylized evergreen tree graphic in a light green color, positioned on the right side of the page. The tree is composed of several layers of horizontal, pointed branches, creating a layered, geometric appearance.

# **EVERGREEN SOLUTIONS, LLC**

2528 Barrington Circle, Suite 2  
Tallahassee, Florida 32308



**Saint Paul**  
PUBLIC SCHOOLS

# Policy Update

Committee of the Board Meeting  
August 6, 2025



**Saint Paul**  
PUBLIC SCHOOLS

# 502.00 – Attendance Areas: Resident Students

Jayné Williams, Director of Student Placement Center

# 502.00 – Attendance Areas: Resident Students

## Current Policy:

### Current Policy:

- Last revised in 2008
- Transitioned to new policy format

## Policy Changes

1. **Policy Purpose (added):** The purpose of this policy is to define the manner in which designated school attendance boundaries are determined including factors considered for buildings. Additionally, this policy provides clarity for continuity of enrollment.

[LINK TO REVISIONS](#)

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**Saint Paul**  
PUBLIC SCHOOLS

# 520.00 – Technology Usage & Safety

Mario McHenry, Executive Director, Technology Services

# 520.00 – Technology Usage & Safety

## Current Policy:

### Current Policy:

- Last revised in 2008
- Transitioned to new policy format

## Policy Changes

1. **Policy Purpose (added):** The Technology Usage & Safety Policy (Policy 520.00) establishes proper use guidelines for the district's technology resources. Its core purpose is to ensure the effective and safe utilization of these resources by students, parents/guardians, and employees. This shared responsibility is crucial for maximizing the educational value and maintaining the integrity of the technology infrastructure. 22

[LINK TO REVISIONS](#)

# 520.00 – Technology Usage & Safety

## Current Policy:

### Current Policy:

- Last revised in 2008
- Transitioned to new policy format

## Policy Changes

1. **General Statement (added):** The Technology Usage & Safety Policy (Policy 520.00) outlines the proper use of the district's technology resources, and encompasses a wide array of items, including network infrastructure, internet services, communication systems (e.g., phones, email), information systems (e.g., websites, learning management systems, data repositories), and various hardware and software devices. Access to these resources is considered a privilege, not a right, and any misuse can lead to consequences ranging from suspension of access to legal liability...

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[LINK TO REVISIONS](#)

# 520.00 – Technology Usage & Safety

## Current Policy:

### Current Policy:

- Last revised in 2008
- Transitioned to new policy format

## Policy Changes

- Added a provision in 520.00: “Remove, replace or disable SPPS hardware or software designated as obsolete, out of compliance or dangerous.”
  - This provides Technology Services the ability to deactivate, decommission and collect SPPS technology that may be dangerous or out of compliance.
- Added a provision in 520.00, expanding the definition of unacceptable use of technology to also include, “Utilizing unauthorized systems and applications not reviewed, approved or in compliance with district technology and security standards.”

[LINK TO REVISIONS](#)



**Saint Paul**  
PUBLIC SCHOOLS

# 419.00 – Professional and Respectful Workplace

Pat Pratt-Cook, Executive Chief of Human Resources

# Policy 419.00 Professional and Respectful Workplace

- SPPS is committed to promoting and maintaining a workplace environment where every individual is treated with civility, dignity, and respect.
- The District recognizes the importance of creating a culture where all employees feel safe, valued, and empowered to contribute their unique perspectives. Differences in culture, communication, and lived experience enrich our environment and must be honored in all interactions.
- Responsibility of all district personnel – employees, board members, volunteers, contractors.

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[LINK TO PROPOSED DRAFT](#)

# Policy 419.00 Professional and Respectful Workplace

## Purpose:

Saint Paul Public Schools (“the District”) is committed to promoting and maintaining a workplace environment where every individual is treated with civility, dignity, and respect. To this end, it is the policy of the District to promote a workplace culture that is positive, professional, and grounded in mutual respect. This policy is designed to promote positive communication, respectful behavior, and a safe, harassment-free work and learning environment. **It explicitly prohibits unprofessional, uncivil, or disrespectful conduct in any form.**

The District recognizes the importance of creating a culture where all employees feel safe, valued, and empowered to contribute their unique perspectives. Differences in culture, communication, and lived experience enrich our environment and must be honored in all interactions.

[LINK TO PROPOSED DRAFT](#)

# Policy 419.00 Professional and Respectful Workplace

## General Statement of Policy:

All District personnel are responsible for helping to create and maintain a workplace that is civil, welcoming, and inclusive. A respectful and professional workplace is essential to recruiting and retaining dedicated employees and delivering high-quality services to students and families.

The District prohibits the use of language, idioms, or expressions that perpetuates stereotypes, reflect implicit or explicit bias, or marginalize individuals or communities based on race, ethnicity, gender, gender identity or expression, slurs, derogatory comments, and culturally insensitive jokes or phrases.

All staff are expected to:

- Demonstrate behavior that reflects equity, integrity, and professionalism
- Refrain from language or actions—whether intentional or not—that perpetuate harm or undermine the dignity of others.
- Communicate using language that is inclusive, affirming, and free of bias or stereotypes.

The District does **not tolerate** unprofessional, disrespectful, or disruptive behavior. Violations of this policy may result in corrective or disciplinary action, up to and including termination.

[LINK TO PROPOSED DRAFT](#)

# Policy 419.00 Professional and Respectful Workplace

## General Statement of Policy (continued):

- All stakeholders must:
- Conduct themselves in a civil and professional manner and treat each other and students with dignity and respect;
- Exercise good judgement and resolve conflicts respectfully;
- Recognize and respect cultural differences and lived experiences (race, gender, gender identity, ethnicity, sexual orientation, religion, linguistic, ability-based identities, etc.);
- **Use language that is inclusive and affirming.**
- Work honestly, earnestly, collegially and collaboratively with employees and others;
- Listen actively to others' perspectives particularly when they differ from your own;
- Use sound personal or professional judgment when navigating interactions that may present safety concerns and report such incidents according to this policy;
- Participate in the complaint resolution in good faith; and
- Report concerns and potential violations of this policy to a supervisor or Human Resources using the process outlined in the reporting procedures.

[LINK TO PROPOSED DRAFT](#)

# Policy 419.00 Professional and Respectful Workplace

## General Statement of Policy (continued):

- Managers and Supervisors Must Also:
  - Clearly communicate staff expectations under this policy;
  - Promptly assess concerns and refer them to Human Resources;
  - Be mindful of how identity, power and bias can intensify harm; and
  - Promote fair and consistent application of this policy.

[LINK TO PROPOSED DRAFT](#)

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# Policy 419.00 Professional and Respectful Workplace

## General Statement of Policy (continued):

- **Understanding Context, Intent and Impact:**
- While behavior must meet the definitions of “uncivil,” “unprofessional,” or “disrespectful” to be considered a violation, the following principles guide interpretation:
- **Intent matters**, but is not the only factor; **impact on others is critical**.
- **Context matters**, including the relationship between individuals, the cultural or linguistic background of the parties, and power dynamics.
- **Discomfort** alone is not a violation. Some disagreement, feedback, or conflict is normal in a healthy, functioning workplace.
- When evaluating whether a behavior violates this policy, the **intent** behind the behavior, the **impact** on those involved, and the **context** in which the behavior occurred must all be considered.
- **Intent** refers to the purpose or motivation behind a person’s actions or words. While harmful intent is more likely to indicate a policy violation, even well-intended actions can still cause harm.
- **Impact** refers to how the behavior is experienced or perceived by others. A person’s words or actions may still be harmful or inappropriate, even if the harm was unintended.
- **Context** includes the situational factors, cultural norms, existing relationships, emotional climate, and any history of prior conflict. Context is essential in distinguishing between discomfort caused by difficult but respectful conversations versus truly unprofessional or disrespectful conduct.

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[LINK TO PROPOSED DRAFT](#)

# Policy 419.00 Professional and Respectful Workplace

## General Statement of Policy (continued):

### Understanding Context, Intent and Impact:

When determining whether a violation has occurred, the District will:

1. Consider whether a reasonable person, with knowledge of the relevant cultural and workplace context, would perceive the behavior as disrespectful or uncivil;
2. Give careful weight to the **actual impact** on the affected person(s), particularly those from historically marginalized or underrepresented groups;
3. Examine the **intent**, while recognizing that a lack of malicious intent does not absolve a person from accountability; and
4. Apply culturally responsive and trauma-informed practices throughout the resolution process.

[LINK TO PROPOSED DRAFT](#)

# Policy 419.00 Professional and Respectful Workplace

## General Statement of Policy (continued):

### Culturally Informed Communication Norms

- The District recognizes that communication styles are shaped by a person’s cultural background, upbringing, and lived experiences. What is considered “respectful,” “assertive,” or “professional” can vary across cultural groups and should not be narrowly defined by dominant or traditional norms. As such, communication should be interpreted within a culturally informed framework.

### Examples of culturally informed communication styles include:

- **Directness or Indirectness:** Some cultures value direct, forthright communication, while others may prioritize indirectness and diplomacy to preserve harmony.
- **Tone and Volume:** Passionate or expressive speech—including raised voices, hand gestures, or animated facial expressions—may reflect cultural norms rather than anger or hostility.
- **Eye Contact:** In some cultures, avoiding eye contact is a sign of respect, not evasion or disengagement.
- **Silence:** Silence may be used intentionally to demonstrate respect, deference, or contemplation, rather than disengagement or defiance.
- **Conflict Resolution Styles:** Preferences for collaborative versus hierarchical problem-solving may differ across cultural groups.
- District personnel should make a good-faith effort to understand and adapt to the wide variety of communication practices in a diverse workplace, especially before interpreting a behavior as uncivil, unprofessional, or disrespectful.

[LINK TO PROPOSED DRAFT](#)

# Policy 419.00 Professional and Respectful Workplace

## Definitions

**Incivility** – added a statement to this section - While incivility may be intentional or unintentional, its impact on others must be considered and addressed promptly.

**Uncivil** - Engaging in excessively loud or aggressive verbal communication, including speaking in a manner that is perceived as hostile, or repeatedly interrupting someone during a time and setting where respectful dialogue is expected.

**Microaggressions** – Updated definition - Microaggressions are subtle, often unintentional forms of discrimination that can appear as comments, questions, or behaviors that insult, invalidate, or exclude individuals from marginalized groups. They may be verbal or non-verbal behaviors that may demean, dismiss, or insult individuals or groups, particularly along lines of identity, status, or culture. Patterns of such behavior may be addressed under this policy when they contribute to a hostile environment. They also include questioning someone's citizenship, making assumptions about intelligence based on race or gender, or dismissing concerns about racism or bias.

[LINK TO PROPOSED DRAFT](#)

# Policy 419.00 Professional and Respectful Workplace

## Reporting Procedures

**Informal Complaint Process** - Informal resolution is encouraged where appropriate, but the District recognizes that **power imbalances or identity-based dynamics may make this option unsafe or ineffective**. In such cases, employees are encouraged to report the concern directly to a supervisor or HR Consultant.

To ensure equity in enforcement, the District commits to trauma-informed, culturally responsive investigation practices and will take steps to ensure that individuals from underrepresented groups feel safe and supported when reporting disrespectful or biased behavior.

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[LINK TO PROPOSED DRAFT](#)

# Questions?

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Adopted:  
Revised:

2/4/1975  
3/6/1979; 6/17/2008; xx/xx/2025

Saint Paul Public Schools Policy

502.00

502.00

## ATTENDANCE AREAS: RESIDENT STUDENTS

### I. PURPOSE

The purpose of this policy is to define the manner in which designated school attendance boundaries are determined including factors considered for buildings. Additionally, this policy provides clarity for continuity of enrollment.

### II. GENERAL STATEMENT OF POLICY

1. Every resident student shall be assigned to a designated school determined by attendance boundaries set by the Board of Education. Unless otherwise provided by law, a resident student is a student who resides with the student's parent or legal guardian in the Saint Paul Public School District. Each resident student shall attend the school in the student's own attendance area unless other placement or transfer has been authorized by district administration.
2. Establishment of such attendance areas shall be upon recommendation of the superintendent and approval by the Board and shall be preceded by community participation and discussion. Factors to be considered when establishing attendance areas include, but are not limited to, the following:
  - Size of building/pupil capacity;
  - Distances to be traveled;
  - Improved racial and economic integration;
  - Geographical, topographical or physical obstructions;
3. Once a student is enrolled in attendance at a school in accordance with this policy, the student may be allowed to continue at the same school until completion of the highest grade in that school even if the student's residence changes to another attendance area within the Saint Paul Public School District. In such instances, transportation shall be provided only to students eligible under the Board of Education's Transportation Eligibility Policy.

**LEGAL REFERENCES:**

**CROSS REFERENCES:**

## 520.00 Technology Usage & Safety

[\(link to finals site\)](#)

### I. POLICY PURPOSE

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

The Technology Usage & Safety Policy (Policy 520.00) establishes proper use guidelines for the district's technology resources. Its core purpose is to ensure the effective and safe utilization of these resources by students, parents/guardians, and employees. This shared responsibility is crucial for maximizing the educational value and maintaining the integrity of the technology infrastructure.

### II. GENERAL STATEMENT OF POLICY

The Technology Usage & Safety Policy (Policy 520.00) outlines the proper use of the district's technology resources, and encompasses a wide array of items, including network infrastructure, internet services, communication systems (e.g., phones, email), information systems (e.g., websites, learning management systems, data repositories), and various hardware and software devices. Access to these resources is considered a privilege, not a right, and any misuse can lead to consequences ranging from suspension of access to legal liability.

Users of district technology resources have specific responsibilities, including:

- Complying with all relevant policies.
- Respecting the privacy of other users and maintaining security.
- Recognizing and honoring intellectual property rights.
- Avoiding prohibited activities such as unauthorized access, interfering with network services, distributing harmful content, engaging in illegal acts, violating copyrights, and sharing private information.

~~There is a limited expectation of privacy for files and activities on district technology resources, as they are subject to monitoring for compliance. Technology protection measures like content filtering and requires multi-factor authentication and strong password practices are enforced and required by the Technology Services department to ensure safety and security.~~ The Technology Services department enforces technology protection measures—such as content filtering, multi-factor authentication (MFA), and strong password practices—to uphold the safety and security of users and systems. Parents/guardians have the right to review their child's files and request termination of their child's account access. The district commits to educating students annually on appropriate online behavior, including cyberbullying awareness and response.

### III. DEFINITIONS

#### 1. **District Technology Resources**

These include but are not limited to the following items that are provided or paid for in whole or in part by the District:

- a. Infrastructure: Networks including fiber, cables, and other hardware; Internet services and access; content filters
- b. Communication systems and devices: Telephones, cellular phones, Voice over Internet Protocol (VoIP) phones; voicemail facilities; TelePresence; electronic mail (e-mail); cloud fax services
- c. Information systems and services: Applications and databases that are internally or externally hosted and accessed via an internal or external connection, including websites, information systems, electronic resources, learning management systems, and communication and collaboration systems
- d. Hardware, software, and devices: Desktop and laptop computers; mobile and tablet devices; servers; portable hard drives and storage devices; printers and scanners; mice, keyboards, cameras, and other peripheral devices; software including operating systems, applications, and mobile applications (apps) software
- e. Data: Information including text, data files, email, images, video, and audio files that are stored, accessed, or transmitted using district technology
- f. Other: New technologies as they become available

#### 2. **Harmful to Minors**

Any material or picture, image, graphic image file, or other visual depiction that:

- a. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion
- b. Depicts, describes, or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals, and
- c. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors

#### 3. **User**

All employees, contractors, Board members, students, volunteers, parents/guardians, and other individuals when they are using district technology resources.

### IV. ACCESS, USE AND SAFETY

#### 1. **Access**

The District offers users access to a variety of district technology resources.

#### 2. **Use as a Privilege**

The use of the district technology resources is a privilege, not a right. Unacceptable uses of district technology resources may result in one or more of the following consequences: suspension or cancellation of authorized use or access privileges; discipline under applicable district policies and procedures; or civil or criminal liability under applicable laws.

#### 3. **Safety Education**

The District will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyberbullying awareness and response.

## **V. USER RESPONSIBILITY**

### **1. Appropriate Use**

**Individual users of district technology resources have the responsibility to:**

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

### **2. Acceptable Use of technology resources includes the following:**

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

### **3. Unacceptable Use**

Unacceptable use of district technology resources includes but is not limited to:

- a. Providing, assisting or gaining unauthorized or inappropriate access to the district's technology resources, including any type of voice, video, or data network or system
- b. Interfering with the ability of others to effectively use the district's technology resources or network services
- c. Gaining unauthorized access to or compromising another user's account, file, work, or data
- d. Distributing any material to intentionally cause congestion of the voice, audio, video, and data networks
- e. Accessing, reviewing, uploading, downloading, storing, printing, posting, receiving, transmitting, or distributing:
  - i. Pornographic, obscene, or sexually explicit material or other material or visual depictions that are harmful to minors
  - ii. Abusive or threatening materials, including hate mail, or harassing or discriminatory materials that violate school district policies
- f. Publishing materials or otherwise distributing content without the author's permission
- g. Using technology resources for a commercial, political, or profit making purpose, except as specifically approved or agreed to by the district
- h. Using technology resources to engage in any illegal act or violate any local, state, or federal statute or law

- i. Violating copyright laws or usage licensing agreements, or otherwise using another person's intellectual property without the person's prior approval or proper citation
  - j. Disclosing, using, posting or otherwise disseminating private information about another person, or posting personal contact information about oneself or others
  - k. Using someone else's digital signature without authorization
  - l. Monitoring another user's information, attempting security breaches, or disrupting communication
  - m. Utilizing unauthorized systems and applications not reviewed, approved or in compliance with district technology and security standards.
4. **Guidelines for Acceptable Use:**  
The publications Guidelines for Acceptable Use by Employees, Contractors, and Board Members, Guidelines for Acceptable Use by Students and The Rights and Responsibilities Handbook contain additional information further describing acceptable use of district technology resources.

## VI. LIMITED EXPECTATION OF PRIVACY

1. **Limited Privacy:**  
By authorizing use of district technology resources, the District does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy for the contents of personal files stored on, or activity conducted through, district technology resources.
2. **Data Privacy:**  
Data and other materials in files maintained on district technology resources may be subject to review, disclosure, or discovery under various laws.
3. **Investigative Uses:**  
The District will cooperate fully with local, state, and federal authorities in any investigation concerning or related to any activities not in compliance with law or school district policies and conducted using district technology resources.
4. **Violations:**  
Routine maintenance and monitoring of the district technology resources may find that a user has violated this policy, another school district policy, or the law. A search of the individual's system content and use will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
5. **Parent/Guardian Rights:**  
Parents or guardians have the right at any time to review the contents of their student's files, including email files, stored on district technology resources. Parents or guardians have the right to request the termination of their student's individual account at any time.
6. **School District's Rights:**  
The District reserves all rights to control its technology resources, and may:
- a. Monitor or restrict a user's access to district technology resources
  - b. Search any computer or electronic data storage devices that are assigned to a user or used on any district computer or network
  - c. Retrieve, alter, post, remove or delete any data created, received, transmitted, stored, or maintained by any user on or through district technology resources to the extent consistent with law and District policy.

- d. Remove, replace or disable SPPS hardware or software designated as obsolete, out of compliance or dangerous.

## VII. LIMITATIONS ON SCHOOL DISTRICT LIABILITY

1. Use of district technology resources is at the user's risk. The system is provided on an "as is, as available" basis. Regardless of the cause, the District will not be responsible for any damage users may suffer, including but not limited to the following:
  - a. Loss, damage, or unavailability of data stored on or transmitted through district technology resources
  - b. Delays, changes, or interruptions of service
  - c. Missed or non-delivery of information or materials
2. The school district shall not be responsible for unauthorized financial obligations or consequential damages arising from the use of district technology resources.

## VIII. PROTECTION MEASURES

1. **Monitoring of on-line activities**

With respect to any computers or devices with Internet access, the district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such devices by minors and adults.
2. **Filtering content**

The district's technology protection measures shall be designed to address the safety and security of minors when using direct electronic communications and to block or filter Internet access to inappropriate materials including, but not limited to, any visual depictions that:

  - a. Are obscene
  - b. Contain child pornography, or
  - c. Are harmful to minors
3. **Authorized exceptions:**

To enable access for bona fide research or other lawful purposes, an administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure.

## IX. TECHNOLOGY USE AGREEMENT

As a condition of access to the district technology resources, users must agree to, accept, and abide by the Technology Usage and Safety Policy and the Guidelines for Acceptable Use, as they may be amended from time to time.

## **LEGAL REFERENCES:**

**47 U.S.C. §254** - *Children's Internet Protection Act of 2000 (CIPA)*

**47 C.F.R. § 54.520** - *FCC rules implementing CIPA*

**20 U.S.C. §6751 et seq.** - *Enhancing Education Through Technology Act of 2001*

**20 U.S.C. 1232g** - FERPA

**Minn. Stat. § 125B.15** - *Internet Access for Students*

**Minn. Stat. §125B.26** - *Telecommunications/Internet Access Equity Act*

**Minn. Stat. Chapter 13** - *Minnesota Government Data Practices Act*

## **CROSS REFERENCES:**

**Student Rights and Responsibilities Handbook**

**Guidelines for Acceptable Use of Technology by Employees, Contractors, and Board Members**

**Guidelines for Acceptable Use of Technology by Students - Page 6 of 6 Policy 520.00**

Adopted: X/X/2025

Saint Paul Public Schools Policy

419.00

## 419.00 PROFESSIONAL AND RESPECTFUL WORKPLACE

### I. PURPOSE

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

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

The District recognizes the importance of creating a culture where all employees feel safe, valued, and empowered to contribute their unique perspectives. Differences in culture, communication, and lived experience enrich our environment and must be honored in all interactions.

### II. GENERAL STATEMENT OF POLICY

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

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

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

All District personnel are responsible for helping to create and maintain a workplace that is civil, welcoming, and inclusive. A respectful and professional workplace is essential to recruiting and retaining dedicated employees and delivering high-quality services to students and families.

The District prohibits the use of language, idioms, or expressions that perpetuates stereotypes, reflect implicit or explicit bias, or marginalize individuals or communities based on race, ethnicity, gender, gender identity or expression, slurs, derogatory comments, and culturally insensitive jokes or phrases.

All staff are expected to:

- Demonstrate behavior that reflects equity, integrity, and professionalism.
- Refrain from language or actions—whether intentional or not—that perpetuate harm or undermine the dignity of others.
- Communicate using language that is inclusive, affirming, and free of bias or stereotypes.

The District does **not tolerate** unprofessional, disrespectful, or disruptive behavior. Violations of this policy may result in corrective or disciplinary action, up to and including termination.

~~A. Expectations/Responsibilities of All stakeholders (Board Members, Employees, Parents/Guardians, Volunteers, Contractors and Visitors) Must: In support of this policy, all stakeholders are expected to:~~

1. Conduct themselves in a civil and professional manner and treat each other and students with dignity and respect;
2. Exercise good judgement ~~in handling interpersonal disputes and resolve conflicts respectfully;~~

- ~~3. Exercise civility, respect, and courtesy while respecting and concern for the dignity and cultural backgrounds~~ Recognize and respect cultural differences and lived experiences (race, gender, gender identity, ethnicity, sexual orientation, religion, linguistic, ability-based identities, etc.); ~~of others;~~
4. Use language that is inclusive and affirming. This includes using a person's correct name and pronouns, avoiding gendered or stereotypical terms in professional communications, and refraining from language that may perpetuate cultural assumptions or systemic inequities.
5. Work honestly, earnestly, collegially and collaboratively with employees and others;
6. Listen actively to others' perspectives ~~to and value the views and opinions of others;~~ particularly when they differ from your own;
- ~~7. Abide by all rules, regulations, policies, and laws and promptly bring report concerns about potential violations to their supervisor or to Human Resources; and when appropriate, use informal means to address issues concerns directly with the individual(s) involved; whenever possible;~~
- ~~8. Use informal means to address issues with the individual(s) involved whenever possible;~~
9. Use sound personal or professional judgment ~~regarding~~ when navigating interactions that may ~~pose a present safety concerns for personal safety;~~ and report such incidents ~~that may violate this Policy consistent with the guidelines outlined by~~ according to this policy;
10. Participate ~~fully in any informal the complaint resolution process or formal complaint and investigation process for which they may have relevant information~~ in good faith; and
- ~~11. Report concerns and potential violations of this policy to a supervisor or Human Resources using the process outlined in the reporting procedures.~~
12. Report incidents ~~that may violate this policy in accordance with the procedures identified in this policy.~~

- B.** ~~In addition to their responsibilities as staff as previously described, managers and supervisors are also expected to:~~ Managers and Supervisors Must Also:
1. ~~Inform staff of the expectations of this Policy, including the responsibility to report threatening remarks or behavior~~ Clearly communicate staff expectations under this policy;
  2. ~~Ensure compliance with this Policy~~ Promptly assess concerns and refer them to

- Human Resources;
3. Be mindful of how identity, power and bias can intensify harm; and
  4. Promote fair and consistent application of this policy.

- B. Understanding Context, Intent and Impact: ~~Context is important in understanding and determining the difference between civil, respectful and/or professional behavior. Not all situations that cause Discomfort or workplace stress does not necessarily indicate a policy violation. in the workplace constitute a violation of this policy. Behavior must meet the outlined definitions of disrespectful uncivil, or unprofessional conduct to be considered a violation.~~

While behavior must meet the definitions of “uncivil,” “unprofessional,” or “disrespectful” to be considered a violation, the following principles guide interpretation:

- **Intent matters**, but is not the only factor; **impact on others is critical**.
- **Context matters**, including the relationship between individuals, the cultural or linguistic background of the parties, and power dynamics.
- **Discomfort** alone is not a violation. Some disagreement, feedback, or conflict is normal in a healthy, functioning workplace.

When evaluating whether a behavior violates this policy, the **intent** behind the behavior, the **impact** on those involved, and the **context** in which the behavior occurred must all be considered.

- **Intent** refers to the purpose or motivation behind a person’s actions or words. While harmful intent is more likely to indicate a policy violation, even well-intended actions can still cause harm.
- **Impact** refers to how the behavior is experienced or perceived by others. A person’s words or actions may still be harmful or inappropriate, even if the harm was unintended.
- **Context** includes the situational factors, cultural norms, existing relationships, emotional climate, and any history of prior conflict. Context is essential in distinguishing between discomfort caused by difficult but respectful conversations versus truly unprofessional or disrespectful conduct.

**When determining whether a violation has occurred, the District will:**

1. Consider whether a reasonable person, with knowledge of the relevant cultural and workplace context, would perceive the behavior as disrespectful or uncivil;
2. Give careful weight to the **actual impact** on the affected person(s), particularly those from historically marginalized or underrepresented groups;
3. Examine the **intent**, while recognizing that a lack of malicious intent does not absolve a person from accountability; and
4. Apply culturally responsive and trauma-informed practices throughout the resolution process.

Examples that do **not** typically violate this policy:

~~For example, disrespectful, unprofessional and/or uncivil behavior does not include any~~

of the following:

1. The normal exercise of supervisory or managerial responsibilities including, but not limited to, granting or denying requests of employees, responding to emails, work assignments and direction, appropriately administered counseling/coaching, disciplinary discussions or job performance evaluations, including constructive criticism, coaching and feedback regarding an employee's conduct or work performance;
2. Direct ~~or assertive~~ communication ~~delivered professionally~~ between supervisor/manager and employee(s);
3. Disagreements, misunderstandings, miscommunication or conflict situations where the behavior remains professional and respectful;
4. Legitimate responses to situations that require immediate action and may require a stern and frank dialogue;
5. Differences of opinion and conflicting viewpoints that may be offensive to some individuals, so long as:
  - A. The ideas are presented in a respectful manner and at a time and place that are appropriate; and
  - B. Such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process or work environment.

### **Culturally Informed Communication Norms**

The District recognizes that communication styles are shaped by a person's cultural background, upbringing, and lived experiences. What is considered "respectful," "assertive," or "professional" can vary across cultural groups and should not be narrowly defined by dominant or traditional norms. As such, communication should be interpreted within a culturally informed framework.

#### **Examples of culturally informed communication styles include:**

- **Directness or Indirectness:** Some cultures value direct, forthright communication, while others may prioritize indirectness and diplomacy to preserve harmony.
- **Tone and Volume:** Passionate or expressive speech—including raised voices, hand gestures, or animated facial expressions—may reflect cultural norms rather than anger or hostility.
- **Eye Contact:** In some cultures, avoiding eye contact is a sign of respect, not evasion or disengagement.
- **Silence:** Silence may be used intentionally to demonstrate respect, deference, or contemplation, rather than disengagement or defiance.
- **Conflict Resolution Styles:** Preferences for collaborative versus hierarchical problem-solving may differ across cultural groups.

District personnel should make a good-faith effort to understand and adapt to the wide variety of communication practices in a diverse workplace, especially before interpreting a behavior as uncivil, unprofessional, or disrespectful.

### III. DEFINITIONS

- A. District Personnel: solely for purposes of this policy, includes Board of Education members, District employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.
- B. Civility is defined as treating others with dignity, respect, and making a good faith effort to regard other's feelings. Corrective action may be taken by supervisors to enhance work performance. The language used to correct or reinforce work standards must be respectful and work related. **It is important to note that civility standards must be interpreted through a cultural lens.** Civility requires that even the most critical feedback be delivered respectfully, privately, and courteously. Examples of civility include:
1. Treating others with dignity, courtesy, respect, politeness, and consideration;
  2. Speaking in tones of voice that are appropriate for the circumstances;
  3. Being respectful of others' right to express their views, even if you disagree;
  4. Managing conflict with others in a way that honors the dignity of each person.
- ~~C.~~ Incivility deals with a broad range of behaviors. Generally, incivility is defined as behavior that would cause a reasonable person to feel a sense of threat, cause undue stress, and/or cause disturbances of good order. Incivility can be subtle or overt. It may be a single event or may involve a continuing series of incidents and may involve the abuse of authority or position. Incivility may be unintended or deliberately directed at another individual or group of people. **In any case, the impact on that individual is what must be addressed. While incivility may be intentional or unintentional, its impact on others must be considered and addressed promptly.**

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

1. Using language, behavior, or tone that is hostile, threatening, intimidating, malicious, derisive, disdainful, or degrading to another individual;
2. Directing vulgar, obscene or profane gestures or words at another individual;
3. Taunting, jeering, or inciting others to taunt or jeer at another individual;
4. **Yelling/screaming at another individual, and/or repeatedly interrupting another individual who is speaking at an appropriate time and place; Engaging in excessively loud or aggressive verbal communication, including speaking in a manner that is perceived as hostile, or repeatedly interrupting someone during a time and setting where respectful dialogue is expected;**
5. Using personal epithets, slurs, or other references as terms of abuse (including but is not limited to the "N" word), contempt, or hostility

- toward another individual;
- 6. Gesturing or behaving in a manner that puts another in fear of their physical safety, including invading their personal space after being directed to move away;
- 7. Physically blocking another individual's ability to exit from a room or location;
- 8. Remaining in the area or on district property after being asked to leave.
- 9. Violating the privacy of another individual's belongings (except for lawful searches by school officials conducted in connection with the administration of district rules and applicable laws: and/or
- ~~10. Disallowing divergent points of view from being heard - including observations about job performance~~ Preventing reasonable expressions of differing viewpoints in a manner that is not disruptive or disrespectful particularly in settings where open dialogue is appropriate.

D. Disrespectful behavior is defined as discourteous, rude or offensive words, gestures or other behavior that may devalue and undermine a person and their dignity or self-esteem or creates an intimidating, hostile, abusive or offensive environment. Examples of disrespectful and/or unprofessional behavior that are prohibited by this policy include, but are not limited to:

- a. Bullying: bullying is a pattern of repeated behavior that a reasonable person would find hostile, offensive, intimidating, oppressive, subjugating, threatening, or not aligned with the District's mission or values. Bullying behavior may take many forms including physical, verbal, and non-verbal acts or behaviors. Workplace bullying refers to repeated, unreasonable actions of individuals (or a group) directed towards an employee (or a group of employees), which is intended to intimidate and create a risk to health and safety of the individual. Workplace bullying may also involve repeated abuse or misuse of power. A single physical, verbal, or non-verbal act or behavior generally will not constitute bullying unless especially severe and egregious;
- b. Hostility/Intimidation: yelling, hostile or spiteful conduct, that is deliberate or repeated and/or causes harm to the targeted person's or persons' mental or physical wellbeing, safety, or economic status. This includes physical intimidation, non-verbal behavior such as: silent treatment or refusal to collaborate, unwanted touching, or isolation; using threatening or abusive language, profanity, or language that is intended to be or is perceived by others to be berating, rude, or coercive;
- c. Belittling conduct: name calling; playing unwelcome "pranks" on a person; making fun of someone or telling jokes at their expense; taking, vandalizing, or otherwise damaging a person's personal or work property; spreading false information or rumors about someone; seeking submission or misuse of power, authority, rank, status, or other privilege;

- d. Microaggressions: ~~statements, actions, or incidents regarded as indirect or subtle invalidation, insult, irritant, or disregard against groups having actual or perceived unequal power across economic, political, social, and cultural dimensions.~~ Microaggressions are subtle, often unintentional forms of discrimination that can appear as comments, questions, or behaviors that insult, invalidate, or exclude individuals from marginalized groups. They may be verbal or non-verbal behaviors that may demean, dismiss, or insult individuals or groups, particularly along lines of identity, status, or culture. Patterns of such behavior may be addressed under this policy when they contribute to a hostile environment. They also include questioning someone's citizenship, making assumptions about intelligence based on race or gender, or dismissing concerns about racism or bias.
- e. Violence: throwing tools, office equipment, or other objects as an expression of frustration or anger or implying that one will act with violence as a method of influencing the actions of others;
- f. Sabotage: intentionally interfering with a process of work or otherwise undermining a person's work or withholding information;
- g. Invasive use of technology: using email, social media or other technology to harass or bully; using statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating;
- h. Intentionally making a false report of a violation of this policy.

#### IV. REPORTING PROCEDURES

- A. Informal Complaint Process: District personnel may choose to immediately communicate in a respectful and professional manner to the individual engaging in behavior that is believed to violate this policy, explaining why their behavior is offensive, and asking them to stop. Often, communicating with the individual is effective because the person may not know that the behavior is inappropriate or offensive. Addressing situations informally when possible is encouraged. ~~Informal resolution is encouraged where appropriate, but the District recognizes that power imbalances or identity-based dynamics may make this option unsafe or ineffective. In such cases, employees are encouraged to report the concern directly to a supervisor or HR Consultant.~~
- B. Formal Complaint Process: If the behavior continues after it has been addressed through the informal process, the matter is to be reported in writing to a supervisor and/or manager or the HR Consultant assigned to their site/department. If the complaint or a concern ~~regarding an alleged violation of this policy is brought forward~~ submitted in writing to the HR Consultant, an ~~initial inquiry will be conducted~~ to determine whether there is a reasonable basis ~~for moving forward to proceed~~ with an investigation ~~and/or take~~ alternative ~~course of~~ action. If there is a reasonable basis to move forward, an HR

Consultant [\(hyperlink in the distribution list\)](#) and the supervisor will take appropriate and proportionate action to resolve the matter while adhering to any relevant statute, collective bargaining unit or district policies.

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

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

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

C. Complaints which fall under Board Policy 415: Discrimination, Harassment, Violence Retaliation, should be filed pursuant to that policy.

~~D. In case of a Concerns or complaints involving members of the Board of Education or the School Board as a whole shall must be submitted in writing to the Board Chair of the Board of Education, in writing and shall be and signed by the person or persons making the complainant. Should the complaint be against the individual serving as If the complaint concerns the Board Chair, the complaint shall it should be submitted to the Vice Chair. In consultation with the Board's legal counsel, the Board shall review the complaint and take action as necessary. (Board Policy 212.00). The Board will review the matter in consultation with the General Counsel and take appropriate action. If the complaint is made to a supervisor or Human Resources the School board Chair shall be advised of the complaint.~~

E. To ensure equity in enforcement, the District commits to trauma-informed, culturally responsive investigation practices and will take steps to ensure that individuals from underrepresented groups feel safe and supported when reporting disrespectful or biased behavior.

- F. The district ~~has a no-relation-policy~~ strictly prohibits retaliation against any individual who, in good faith, reports a concern under this policy or participates in an investigation. ~~Retaliation against any person who makes a good faith report under this Policy, or against any person who is included in investigatory interviews regarding a report under this policy is strictly prohibited. Retaliation~~ Retaliatory actions includes, but ~~is~~ are not limited to, ~~any form of~~ intimidation, reprisal or harassment. ~~The District will take appropriate action with Staff that who engage who engage in retaliates against anyone,~~ retaliation may be subject to disciplinary action, up to and including termination.

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

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