



South St. Paul School Board - Committee-of-the-Whole

Monday, June 28, 2021 5:00 PM

Location: CITY HALL

125 THIRD AVENUE NORTH

South St Paul, Minnesota 55075

Agenda

I.	5:00-5:10 PM NUTRITION SERVICES (G. Ritter)	
A.	Wellness Report	2
II.	5:10–5:20 PM FINANCE (A. Bushberger)	
A.	2021-22 Property/Liability, Cyber Liability and Workers Compensation Insurance	16
B.	2021-22 Budgets	24
III.	5:20–5:50 PM SCHOOL BOARD (D. Webb)	
A.	Out of Country Field Trip Requests	63
B.	2021-22 Handbook Review	64
1.	Student Rights and Responsibilities Handbook	65
2.	SSPPS Family Handbook	147
3.	SSP Secondary School Activities Student Handbook	170
4.	SSPPS Community Preschool	192
5.	SSPPS Early Childhood Family Education (ECFE) Handbook	230
6.	SSPPS Kids' Choice School Age Care	235
C.	Policy Review	255
D.	Committee Updates	279
E.	Other Items Deemed Necessary by the School Board	



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Committee-of-the-Whole

Action Requested: None. Information Only.

Attachment: WellSat Triennial Assessment Report

Topic: Wellness Committee Update
Presenter(s): Glen Ritter, Director of Nutrition Services
<p>Background:</p> <p>Over the course of the 2020-21 school year, Tessa Lasswell and the entire Wellness Committee, conducted the Triennial Wellness Assessment, WellSAT. The WellSAT is a quantitative assessment tool to help districts score and improve their local Wellness Policy. On Monday evening, Nutrition Services Director Glen Ritter will walk the School Board through the district’s WellSAT results as well various other components of the District’s wellness initiative such as:</p> <ul style="list-style-type: none"> • SHIP Grant <ul style="list-style-type: none"> ○ Funded stipends for the re-creation of the District’s Wellness Committee ○ Funded projects around the district like: <ul style="list-style-type: none"> ▪ Safe Routes to School - Kaposia ▪ Vaping Prevention – SSP Secondary Building ▪ Move Mindfully - Lincoln Center and Kaposia ▪ Outdoor classrooms – Kaposia and SSP Middle School ▪ Consultant time to help lead Wellness Committee Meetings • Triennial Wellness Assessment (Attached) <ul style="list-style-type: none"> ○ Provided Recommendations for revision of the Wellness Policy ○ Revised Wellness Policy will be presented to the Board Policy Committee in the near future
<p>Recommendation:</p> <p>N/A</p>
<p>Alternatives:</p> <p>N/A</p>

Local Wellness Policy: Triennial Assessment Template

Background Information

An assessment of your school wellness policy must be conducted a minimum of once every three years; however, Local Educational Agencies (LEAs) may assess their policy more frequently if they wish. The results of the assessment must be made available to the public.

Purpose

The template below is offered as a way to summarize the information gathered during your assessment. Members of a school wellness committee who are completing their triennial assessment for their school wellness policy may use this template. It contains the three required components of the triennial assessment, including 1) compliance with the wellness policy 2) how the wellness policy compares to model wellness policies
3) progress made in attaining the goals of the wellness policy.

Results

The copy of the assessment must be made available to the public. How the assessment is made available is the decision of the LEA. Many LEA's choose to post the results on their district website. The triennial assessment summary and the assessment details (e.g. WellSAT 3.0 report) must be shared.

Recordkeeping

Keep a copy of the most recent triennial assessment, along with supporting documentation on file. This will be needed when you have a School Nutrition Program administrative review.

Local Wellness Policy: Triennial Assessment Summary

Section 1: General Information

School(s) included in the assessment:

- South St. Paul Public Schools – Special School District 6 (SSD6)
- 1) Early Learning Center
 - 2) Lincoln Center Elementary
 - 3) Kaposia Education Center
 - 4) Secondary (South St. Paul Middle School & South St. Paul High School)
 - 5) Community Learning Center
 - 6) Online Academy

Month and year of current assessment: June 2021

Date of last Local Wellness Policy revision: June 26, 2017

Website address for the wellness policy and/or information on how the public can access a copy:

<https://www.sspps.org/site/handlers/filedownload.ashx?moduleinstanceid=455&dataid=206&FileName=534%20-%20Wellness.pdf>

Section 2: Wellness Committee Information

How many times per year does your school wellness committee meet? 4-5

Designated School Wellness Leader

Name	Job Title	Email Address
Erica Pawletzki	Nutrition Services Administrative Assistant	epawletzki@sspps.org

School Wellness Committee Members

Name	Job Title	Email Address
Tessa Lasswell	SHIP School Wellness Consultant	talasswell@gmail.com
Glen Ritter	Nutrition Services Director	gritter@sspps.org
Dorie Pavel	Nutrition Services Assistant Director	dpavel@sspps.org
Sophie Olson	Safe Routes to School Coordinator	solson@sspps.org
Jennie Meinz	Dakota County Health Promotion Specialist	jennie.meinz@co.dakota.mn.us
Jennifer Sexauer	ATPPS/TDE/Peer Coach	jsexauer@sspps.org
Tammy Lenarz	Peer Coach	tlenarz@sspps.org
Shawnee Krueger	Licensed School Nurse/District COVID Coordinator	skrueger@sspps.org
Jennifer Friedges	Physical Education Teacher	jfriedges@sspps.org
Bob Peterfeso	Science Teacher	rpeterfeso@apps.sspps.org
Erin Roeske	Kindergarten Teacher	eroeske@sspps.org
Travis Truhler	Counselor	ttruhler@sspps.org

Section 3. Comparison to Model School Wellness Policies

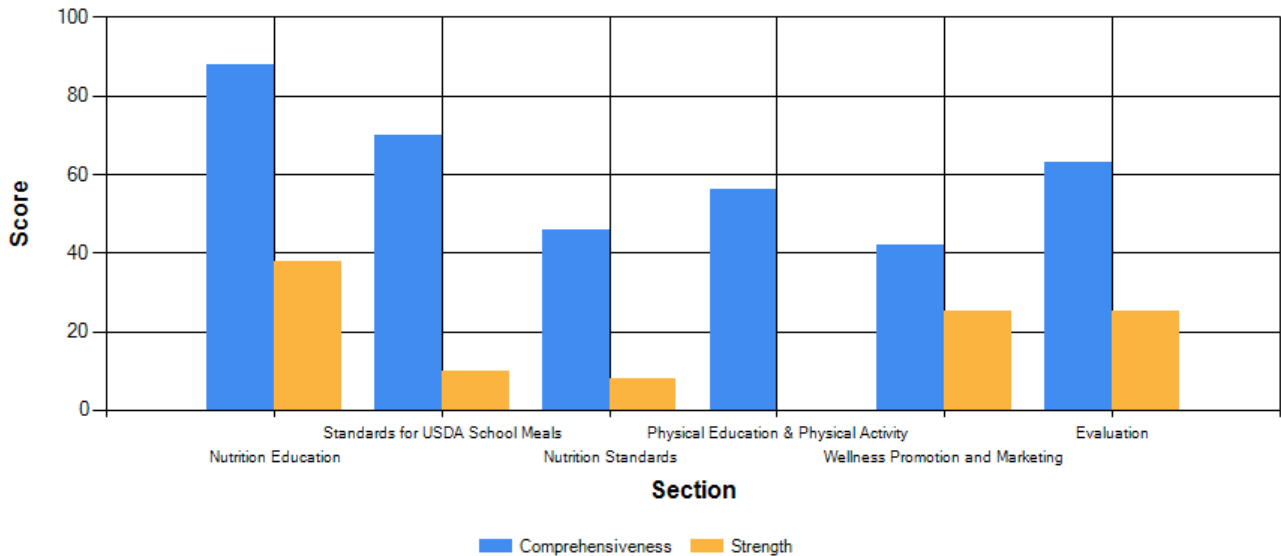
Complete the [WellSAT3.0 assessment tool](#) and keep a copy of the results on file for at least three full school years plus the current year, as it will be reviewed during the next administrative review of your school nutrition program.

Indicate model policy language used for comparison:

- Alliance for a Healthier Generation: Model Policy
- WellSAT 3.0 example policy language
- Other (please specify): Minnesota School Board Association’s model policy

Describe how your wellness policy compares to model wellness policies.

Per the results of the WellSAT3.0 assessment, the SSD6 wellness policy scored a 61 in total comprehensiveness and a 18 in strength of content. To put SSD6’s score in context, in 2018, the tool was tested with a sample of 50 school districts and the average comprehensiveness score was a 54 and average strength score was a 33.



The SSD6 wellness policy was compared to the Minnesota School Board Association/Minnesota Association of School Administrator’s (MSBA/MASA) model wellness policy 533. Overall the model MSBA / MASA and SSD6 wellness policies are in alignment besides the missing section in the SSD6 policy which addresses Competitive Foods and Beverages needing to align with USDA Smart Snack standards. The MSBA / MASA policy also more clearly makes note of how foods served and not sold in the school district will be encouraged to be healthy in the “Other Foods and Beverages Made Available to Students” section which is not included in the SS6 policy. However, the SSD6 policy has a section dedicated to staff wellness and health promotion not included in the model policy.

Finally, the SSD6 wellness policy was compared to other local districts’ policies. Prior to any revisions, the wellness committee reviewed other district’s wellness policies for how they addressed social and emotional wellness. To strengthen the comprehensiveness of the SSD6 wellness policy, language will be

adapted from these policies and added to SSD6's policy to create a more inclusive definition of wellness.

The SSD6 wellness policy does not include a statement about making free drinking water available during mealtimes. Right now the language in the policy is vague and just mentions that water be provided in each cafeteria. Spelling out that water be available during mealtimes needs to be clearer since it's a federal requirement. The triennial assessment results will be made available to the public. Additionally, the current iteration of the SSD6 wellness policy is lacking in its addressing of foods sold during the school day, particularly food not served during meal times but instead in a vending machine or school store. The policy is lacking acknowledgement that these foods must meet the USDA Smart Snacks standards. The final federal requirement missing from the policy is that and how the triennial assessment results will be made available to the public.

However, using the UConn Rudd Center's WellSAT 3.0 tool, there were certain areas identified a lacking that would strengthen the policy. These are as follows:

Section 1 – Nutrition Education

- NE8 – Nutrition education addresses agriculture and the food system

Section 2 – Standards for USDA Child Nutrition Programs and School Meals

- SM5 – Specifies how families are provided information about determining eligibility for free/reduced price meals
- SM8 – Free drinking water is available during meals
- SM10 – Addresses purchasing local foods for the school meals programs

Section 3 – Nutrition Standards for Competitive and Other Foods and Beverages

- NS1 – Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day
- NS2 – USDA Smart Snack standards are easily accessed in the policy
- NS4 – Regulates food and beverages solid in vending machines
- NS5 – Regulates food and beverages sold in school stores.
- NS7 – Exemptions for infrequent school-sponsored fundraisers
- NS8 – Addresses foods and beverages containing caffeine at the high school level
- NS13 – Addresses availability of free drinking water throughout the school day

Section 4 – Physical Education and Physical Activity

- PEPA4 – Addresses time per week of physical education instruction for all elementary school students
- PEPA5 – Addresses time per week of physical education for all middle school students
- PEPA6 – Addresses time per week of physical education instruction for all high school students
- PEPA7 – Addresses qualifications for physical education teachers for grades K-12.
- PEPA8 – Addresses providing physical education training for physical education teachers
- PEPA9 – Addresses physical education exemption requirements for all students
- PEPA10 – Addresses physical education substitution for all students

Section 5 – Wellness Promotion and Marketing

- WPM3 – Addresses using physical activity as a reward.
- WPM4 – Addresses physical activity not being used as a punishment.
- WPM8 – Specifically addresses marketing on school property and equipment (e.g. signs, scoreboards, sports equipment)
- WPM9 – Specifically addresses marketing on educational materials (e.g. curricula, textbooks, or other printed or electronic educational materials)
- WPM10 – Specifically addresses marketing where food is purchased (e.g. exteriors of vending

machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).

- WPM 11 – Specifically addresses marketing in school publications and media (e.g. advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored internet sites, and announcements on the public announcement (PA) system).
- WPM12 – Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g. fundraising programs that encourage students and their families to sell, purchase or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education)

Section 6 – Implementation, Evaluation & Communication

- IEC1 – Addresses the establishment of an ongoing district wellness committee
- IEC6 – Triennial assessment results will be made available to the public
- IEC8 – Addresses the establishment of an ongoing school building level wellness committee

Section 4. Compliance with the Wellness Policy and Progress towards Goals

Nutrition Promotion and Education Goal(s)	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 534 IID&E., C1-3</p> <p>II. General Statement of Policy</p> <p>D. Nutrition education and wellness promotion is supported by teachers, staff, and food service personnel through participation in worksite wellness opportunities, and role modeling of healthy behaviors. This is communicated and promoted with consistent messaging throughout the district, as well as to families and the community via posters, website, newsletters, and other means.</p> <p>E. Nutrition education and wellness promotion is integrated into every classroom and physical education (PE), as appropriate. It is also linked with the school food environment, afterschool programs, and nutrition-related community services.</p> <p>III. Guidelines</p> <p>C. Nutrition Education and Promotion</p> <p>1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:</p> <ul style="list-style-type: none"> a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health and ability to learn; b. part of classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate and offered in coordination with nutrition trained school food service staff as applicable; and c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, surveys and field trips. <p>2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte</p>		x		<p>Progress Projects</p> <ul style="list-style-type: none"> - Sampling new items with students - Kaposia 1st graders taste testing vegetables and touring kitchen - Farm to School initiatives including procuring local foods from The Good Acre, local food hub, purchasing local apples from Rabideaux Apple Orchard in Bayfield, WI as well as turkey burgers from Ferndale Farms in Cannon Falls. <p>Next Steps</p> <ol style="list-style-type: none"> 1) In the process of revamping health curriculum in the district to include more comprehensive nutrition education 2) Strengthen bond between agriculture efforts and food being served in cafeteria <ol style="list-style-type: none"> a. Even if food grown in school gardens unable to be used on menus, encourage connection between menu items and what is available in garden 3) Increase culturally diverse foods and what education exists around these choices

<p>[snack] lines, vending machines, fundraising events, concession stands, and student stores</p> <p>3. Schools will discourage the use of foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment</p>				
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Physical Activity Goal(s)	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 534 III. D1-9</p> <p>III. Guidelines</p> <p>D. Physical Activity</p> <p>1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities such as watching television;</p> <p>2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and</p> <p>3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.</p> <p>4. Students will have access to physical education class regardless of behavioral or academic status.</p> <p>5. Schools will be discouraged from limiting recess as a consequence for negative behaviors.</p>	X			<p>Progress</p> <ul style="list-style-type: none"> - Strong Safe Routes to School infrastructure spearheaded by a robust committee in AY19-20 which merged with the general district wellness committee in AY20-21 - Incorporate mindful movement into elementary grades classroom through Mindful Movement <p>Next Steps</p> <ol style="list-style-type: none"> 1) Strengthen policy language around Safe Routes to School to match the work being done in the district 2) Spell out SHAPE curriculum and amounts of time students should be in physical education 3) Continue comprehensive communication of physical activity for SSD6 community 4) Continue to encourage educators to incorporate physical activity into curriculum as often as they can

School-based activities to promote student wellness goal(s)	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 534.II. A-C. IIIE1-2, F 1-4; IVA-F.:</p> <p>II. General Statement of Policy</p> <p>A. The school board recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and education. School breakfast and lunch is promoted in all schools and families are informed of the link between healthy meals, especially a healthy breakfast, and the ability to learn.</p> <p>B. The school environment should promote and protect students' health, well-being, and ability to learn by promoting nutrition education and wellness activities, recognizing these as essential components of the education process, and formation of lifelong healthy behaviors.</p> <p>C. The school district encourages the involvement of students, families, staff, teachers, food service professionals, school health professionals, school board, school administrators, and the public in implementing, annual monitoring, periodic review and revising of Wellness Policy through its Wellness committee that meets regularly.</p> <p>III. Guidelines</p> <p>E. Staff Wellness and Health Promotion</p> <p>1. The Wellness Committee will have a staff wellness subcommittee that identifies and disseminates wellness resources, and performs other functions that support staff wellness in coordination with human resources staff. Schools will implement strategies to support staff in actively promoting and modeling healthy behaviors.</p> <p>2. When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school. Professional learning will promote District staff's understanding of the connections between academics and health.</p> <p>F. Communications with Families</p> <p>1. The school district recognizes that families have a primary and fundamental role in promoting and protecting their children's health and well-being.</p> <p>2. The school district will support families' efforts to provide a healthy diet and daily physical activity for their children.</p> <p>3. The school district encourages families to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.</p> <p>4. The school district will provide information about physical education and other school-based physical activity opportunities and will support families' efforts to provide their children with opportunities to be physically active outside of school.</p> <p>IV. Implementation and Monitoring</p> <p>A. After approval by the school board, the wellness policy will be implemented throughout the school district.</p>	X			<p>Progress</p> <ul style="list-style-type: none"> - Utilization of local resources, Alliance for Healthier Generation, Rudd Center WellSAT 3.0, MDH tools, MDE tools, and Dakota County Public Health Statewide Health Improvement Partnership Smart Choices collaboration meetings - Support overall student health through SHIP projects (listed in next section of assessment) - District wellness committee convened in-person and virtually during the pandemic 4-5 times per year to discuss successes and struggles with wellness at their site, and discuss language of wellness policy <ul style="list-style-type: none"> o Wellness committee has representation from all schools - Conversations about staff wellness <p>Next Steps</p> <ul style="list-style-type: none"> - Add language to policy which supports mental health/social emotional learning - Determine if ways to incorporate health equity and social determinant of health language into policy <ul style="list-style-type: none"> o Set goals as a district through the wellness committee that support health equity - Encourage wellness committee members to lead site-based wellness initiatives and/or meetings at their respective schools - Regular wellness section in newsletter including what is happening in the district wellness-wise, a relevant topic, a 'Did You Know?' section including a wellness fact or tidbit and a recipe

<p>B. Monitoring will be repeated annually to help review Wellness Policy compliance, assess progress, and determine areas in need of improvement and/or revision. Measurable outcomes will be determined by the wellness committee.</p> <p>C. The school district's food service program administrator or designee will ensure compliance in food service area and provide an annual report to the superintendent setting forth the nutrition guidelines and procedures for selection of all foods made available through the school food service program as well as the most recent MDE review, findings and updates.</p> <p>D. The Superintendent or designee shall execute administrative district level and site-based staff responsible for policy implementation and compliance of the wellness policy. The designated staff will ensure compliance to the nutrition guidelines of all foods made available and provide an annual report to the superintendent.</p> <p>E. The superintendent or designee will ensure compliance with the wellness policy and will provide an annual update and summary report of the school district's compliance with the policy to the school board and communicate to school staff, families, and the public through school website, newsletter or other means. Documentation will be kept on file on who and how committee members participated in the annual updates.</p> <p>F. The district will conduct an assessment of the wellness policy every three years to assess compliance with the wellness policy, compare the district wellness policy with model wellness policies, and assess progress in attaining the goals of the wellness policy. The triennial assessment will be kept on file.</p>				
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Nutrition guidelines for all foods and beverages for sale on the school campus (i.e. school meals and smart snacks)	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p><u>Policy 534. IIF-G. IIIA1-6, B1-3.:</u> II. General Statement of Policy F. Food service personnel provides students access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and provides clean, safe, and pleasant settings and adequate time for students to eat. Free drinking water is provided in each cafeteria. G. Food service personnel will provide allergen information, calorie, saturated fat, and sodium content of meals, as well as nutrition education for students, families, and staff, through the website and school cafeterias. Menus are planned offering a variety of nutrient rich fresh fruit and/or vegetables, whole grains and other minimally processed foods while incorporating locally grown foods into the menus. Farm to school education is promoted.</p> <p>III. Guidelines A. Foods and Beverages 1. The school district will recommend that all foods and beverages made available on campus during the school day be consistent with the current USDA guidelines and a closed campus is used to encourage healthy eating. 2. Food service personnel shall adhere to all federal (USDA), state, and local food safety and security guidelines and school breakfast and lunch guidelines. 3. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of students and families who are eligible for free and reduced-price school meals by using computerized meal accounts and promoting online application for free/reduced meals. 4. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks. 5. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day. The school district will make every effort to offer recess before lunch at elementary schools to increase student nutrient intake and reduce food waste. Every effort will be made to offer grab and go breakfasts. 6. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities. 9. The school district requires any food served only as an ala carte item meet Smart Snack Guidelines.</p> <p>B. School Food Service Program/Personnel 1. The school district will provide healthy and safe school meal programs that strictly comply with all federal, state, and local statutes and regulations. 2. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA Guidelines for Americans. 3. The school district will provide continuing professional development for all food service personnel in schools.</p>		X		<p>Progress</p> <ul style="list-style-type: none"> - Roll out of Grab and Go Breakfast model at Secondary School - Utilization of interactive cloud based menus, School Cafe - Negative Meal Charge Procedure for a clearly spelled out process <p>Next Steps</p> <ol style="list-style-type: none"> 1) Strengthen language in policy about making water accessible during mealtimes 2) Add language about 'Grab and Go Breakfasts' to policy to better reflect what is being done in school with what is in policy 3) Strengthen language around communicating negative meal balances with students and families 4) Strengthen communication around nutrition guidelines 5) Communicate the AFHG Amazon SmartSnack store resource for utilization in school programming

Guidelines for other foods and beverages available on the school campus, but not sold	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 534.IIIA7,10-11</p> <p>III. Guidelines A. Foods and Beverages 7. The school district will encourage nonfood fundraising. 10. The school district will encourage that elementary after school programs serve healthy snacks. 11. The school district will encourage families to send only healthy classroom snacks with their students to enhance their student’s learning and health. Classroom celebrations are encouraged to focus on physical activities rather than food.</p>		X		<p>Progress</p> <ul style="list-style-type: none"> - Educators and parents encouraged to bring non-food snacks when possible - Handout for early education and elementary parents created to educate on ideas for ‘healthy’ treats and snacks - Conversations in the wellness committee about what it would take/if it would be possible to change language to ‘prohibit’ versus ‘encourage’ – pros and cons discussed <p>Next Steps</p> <ol style="list-style-type: none"> 1) Strengthen language in policy around food not sold but available on school campus with the following language: “Other School-Based Activities Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through. Celebrations and parties. Classroom celebrations are encouraged to focus on physical activities rather than food. Healthy food choices (in compliance with USDA Smart Snacks nutrition standards) will be encouraged. Caution will be exercised when offering foods and materials that may cause allergic reactions. Classroom snacks brought by parents. The school district will provide parents a list of suggested foods and beverages that meet USDA Smart Snacks nutrition standards posted on the school district’s website or otherwise made available to the public. Non-food items will be strongly encouraged. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student’s individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment. Fundraising. The District will only have non-food fundraising. Catering through the district Nutrition Services Department is allowed. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas on the school district’s website and in the Family Handbook.” 2) Continue educating parents about what constitutes a balanced snacks and lunches, taking into consideration cultural and religious preferences 3) Strengthen communication with classroom teachers about ‘Other Foods and Beverages Made Available to Students’ component of wellness policy 4) Identify district fundraisers and communicate that non-food options

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Marketing and advertising of only foods and beverages that meet Smart Snacks	Meeting Goal	Partially Meeting Goal	Not Meeting Goal	Describe progress and next steps
<p>Policy 534. III. A8 III. Guidelines A. Food and Beverages 8. The school district will only market and advertise for foods and beverages that meet the Smart Snacks in school nutrition standards.</p>	X			<p>Progress</p> <ol style="list-style-type: none"> 1) Identified locations in the school where food advertising is within the district and ensure it is all Smart Snack compliant <p>Next Steps</p> <ol style="list-style-type: none"> 1) Add a section to the policy specifically related to Food and Beverage Marketing in Schools. <p>“Food and Beverage Marketing in Schools</p> <ol style="list-style-type: none"> 1. School-based marketing will be consistent with nutrition education and health promotion. 2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the USDA Smart Snacks nutrition standards.

Include any additional notes, if necessary:

SHIP (Statewide Health Improvement Partnership) Grants: 2021-22 Cycle

<p><u>Goal:</u> Enhance the District Wellness Policy and support establishment of a District Wellness Committee to improve healthy eating, physical activity and tobacco prevention in all South St. Paul Public Schools (Kaposia Elementary, Lincoln Center Elementary, South St. Paul Secondary, and Community Learning Center)</p>	<ul style="list-style-type: none"> • Project Champion staff time • School Wellness Consultant Time – Consultant to provide technical assistance with creation, implementation, documentation, and evaluation of District Wellness Committee and Wellness Policy, and may assist with grant writing, if needed. • District Wellness Committee Infrastructure <ul style="list-style-type: none"> ○ Establish a District Wellness Committee with broad representation that meets bimonthly to plan, implement, report and evaluate progress on the wellness policy and wellness strategies. ○ Develop and implement a communication plan to share policy and practice changes with all school stakeholders, including but not limited to the district website, parent and student handbooks, newsletters, social media. • Review District Wellness Policy during the 2020-21 school year with the goal of identifying a minimum of three improvements/enhancements and a proposed (or draft) plan of action for making the enhancements.
<p><u>Goal:</u> Support expansion of Safe Routes to School (SRTS) initiatives at South St. Paul Public Schools</p>	<ul style="list-style-type: none"> • Project champion staff time • SRTS Encouragement strategies (events and activities that spark interest in walking and biking to school), including supplies/materials, StoryWalk • Other approved, best practice SRTS “6Es” strategies (Evaluation, Education, Equity, Enforcement, Engineering)
<p><u>Goal:</u> Incorporate a tobacco (e-cigarette/vaping) prevention curriculum component into the 6-9th grade Health and Physical Education classes at South St. Paul Secondary.</p>	<ul style="list-style-type: none"> • Project champion staff time <ul style="list-style-type: none"> ○ Project champion will lead internal process for curriculum development and implementation of ANSR Tobacco 101/Vaping 101 and/or Stanford Medicine Tobacco Prevention Toolkit. • Host staff training and curriculum review days and select appropriate lesson plans. Implement and evaluate new vaping prevention modules. • Share vaping prevention progress updates with District Wellness Committee
<p><u>Goal:</u> Expand opportunities for Moving and Learning during the school day at Lincoln Center Elementary.</p>	<ul style="list-style-type: none"> • Project champion staff time • Moving and Learning Training Fees – Approved 2-hour training for all 5th grade staff involved with Residency program, and open to all interested District staff • Combination of Distance Learning responsive MoveMindfully services to include: Distance Learning videos, MM staff consulting sessions, Staff self-care sessions, and MM starter kits. • Share Moving and Learning progress updates with District Wellness Committee
<p><i>Site-based School Wellness Goal: To increase well-being, social and emotional health, and resiliency in SSD6 students and staff while navigating learning in the time of COVID-19.</i></p>	
<p><u>Goal:</u> To create district-wide changes to encourage staff to bring students outside more often and for students to further enjoy the time outdoors and reap the benefits of nature.</p>	<ul style="list-style-type: none"> • Students will have a better understanding of all the ways they can be out in nature and how various subject areas can be enhanced by being outside. To provide our school and community with a permanent outdoor learning environment. The design of this outdoor classroom will ensure that all subject areas can be taught but will have attachments that encourage students to observe the natural environment and weather. • Supplies including: Custom chalkboard, inflatable chairs, thermometer, rain gauge, wind vane
<p><u>Goal:</u> Provide Student Social Emotional Learner Mailer kits for families/students that struggle with Social Emotional Learning.</p>	<ul style="list-style-type: none"> • Up to 40 students identified by the Kaposia Counselor who would benefit from kits. • Each student will receive 2 – an initial one in January and a second later in the spring. • Supplies will include posters, affirmation cards, folders, sensory items, timer, mood board.

<p><u>Goal:</u> To foster experiential learning and create a space to explore nature with all senses.</p>	<ul style="list-style-type: none"> ▪ Students will get an opportunity to feel ownership over an outdoor space by learning about and tending to the plants and animals that inhabit the Earth with them. ▪ Outdoor classroom to be used by multiple disciplines within the school and community programs. ▪ Supplies include: Native plantings such as pollinator garden and prairie plants; outdoor maintenance equipment such as shovels, rakes water spigots, watering cans; portable seating pads for students to sit on while they learn outdoors
<p><u>Goal:</u> Enroll five district staff in the Minnesota Writing Project Whiteness and Antiracism: Beyond White Privilege Pedagogy Institute</p>	<ul style="list-style-type: none"> • Participants as white educators will develop their antiracist pedagogy and better understand themselves as racial beings. <ul style="list-style-type: none"> ○ They will work toward seeing, naming and addressing whiteness in ways that move their learning communities beyond deadlocked conversations and toward more productive antiracist pedagogies. • Participants will complete a short-written report after the course with their ideas for implementing and integrating what they've learned into the SSP curriculum/equity goals, either at a site/school level or at a district level. Attendees will also present their key learnings to the SSP District Wellness Committee in fall 2021.
<p><u>Goal:</u> Support Social Emotional Learner programming by purchasing DEI (Diversity, Equity, Inclusion) books.</p>	<ul style="list-style-type: none"> • Develop a Read-A-Loud book list with rated high-quality equity literature. Increase the number and quality of books a) representing characters who are Latinx, LGBTQ+, Black, Asian, Multiracial, American Indian, with a Disability; b) showing diverse holidays, social justice, socio-economic diversity. Books serve as a better mirror for students/families to see themselves in our learning environments, which may prompt better connections and improved feelings of safety in school. • Purchase 3 copies of each book for use at the 3 Early Learning sites (ECFE, Lincoln Center, Kaposia) that serve a total of 12 pre-school classrooms. <ul style="list-style-type: none"> ○ Total impact of about 150 families per year.



SOUTH ST. PAUL PUBLIC SCHOOLS
School Board Agenda Item

Meeting Date: Monday, June 28, 2021
Place on Agenda: COW Meeting
Action Requested: Approval
Attachments: Coverage Summary, Premium Summary, MIST Resolution, and MIST Brochure

<p>Topic: Property/Liability, Cyber Liability and Workers Compensation Insurance for 2021-22</p>
<p>Presenter(s): Aaron Bushberger, Finance Director</p>
<p>District administration has gone through an annual evaluation of our Property/Liability, Cyber Liability and Workers Compensation insurance programs in preparation for the 2021-22 fiscal year.</p> <p>Property/Liability Insurance: We evaluated two potential options for our insurance program. We analyzed one option from a private insurance carrier, Hanover Insurance (our current insurance provider). The second option is an insurance pool, Minnesota Insurance Scholastic Trust (MIST). This insurance pool is managed by Gallagher, an insurance broker, and is comprised of 24 Minnesota school districts. Based on a pricing and coverage analysis, and taking into consideration the district’s current financial status, the recommendation is to move forward with the MIST program for the 2021-22 fiscal year.</p> <p>District administration evaluated the MIST program last year at this time for the 2020-21 insurance renewal. At that time, it was not advantageous for the district to move into the program. However, this year, it is financially beneficial for the district to make the switch, and it is expected to provide longer-term premium stability for SSPPS. Along with the lower premiums, the MIST program will provide the district with additional and/or higher coverage limits in some areas, along with lower deductibles.</p> <p>The entry into the MIST program does come with a three-year requirement that SSPPS participates in the program. This is a Minnesota Department of Commerce statutory requirement.</p> <p>Cyber Liability Insurance: District administration is proposing to switch carriers to BCS (the district is currently with CFC), which will provide financial savings. The cyber liability insurance market is extremely volatile given the higher profile cyber incidents, along with the increased prevalence of cyber events. It is expected that in order to maintain cyber liability insurance coverage in future years, the district will need to make security changes and improvements to our technology processes and procedures.</p> <p>Workers Compensation Insurance: We are proposing to stay with SFM, an insurance company that we have used for many years in SSP. We have developed a good, strong working relationship with SFM and have received a strong pricing quote from them.</p> <p>Below is a summary of our proposed insurance carriers for the 2021-22 fiscal year:</p> <ul style="list-style-type: none"> • Property/Liability: MIST • Cyber Liability: BCS • Workers Compensation: SFM
<p>Recommendation: Administration recommends the approval of the Property/Liability Cyber and Workers Comp Insurance.</p>
<p>Alternatives: Do not approve, evaluate different options</p>



Program Structure

2021 Program Review

<i>Line of Coverage</i>		
PROPERTY	Hanover	MIST
Blanket Building & Contents Limit	\$257,987,305	\$200,000,000
Coinsurance	Agreed Value	Agreed Value
Valuation / Form	Replacement Costs	Replacement Cost
Business Income & Extra Expense	\$1,000,000	\$11,000,000 BI / \$25,070,000 EE
Deductible	\$10,000	\$5,000
<u>Additional Coverages:</u>		
Earthquake	Excluded	\$6,000,000
Flood	Excluded	\$6,000,000
EQUIPMENT BREAKDOWN		
Limit	Included	\$250,000,000
Business Income & Extra Expense	Included	Included
Deductible	\$10,000	\$2,500
INLAND MARINE		
Valuation	Replacement Cost	Replacement Cost
EDP Equipment	\$4,158,040	Included
Maintenance Equipment	\$539,328	Included
Miscellaneous Articles	\$662,4000	Included
Deductible	\$1,000	\$5,000
CRIME		
Employee Dishonesty	\$500,000	\$1,000,000
Computer Fraud	\$100,000	\$1,000,000
Monies & Securities	\$100,000	\$1,000,000
Forgery or Alteration	\$250,000	\$1,000,000
Deductible	\$5,000 – ED / \$2,500 AF / \$1,000 MS	\$2,500
GENERAL LIABILITY		
General Aggregate	\$2,000,000	\$8,000,000
Each Occurrence	\$1,000,000	\$4,000,000
Medical Expense (Excluding Students)	\$5,000	\$5,000
Employee Benefits Liability (claims made)	\$1,000,000 Occ. / \$2,000,000 Agg.	\$4,000,000 Occ. / \$8,000,000 Agg.
SEXUAL MISCONDUCT & MOLESTATION LIABILITY		
Limit	\$1,000,000 Agg.	\$4,000,000 Per Occ. \$8,000,000 Agg.
Deductible	No Deductible	No Deductible



Program Structure

2021 Program Review Continued

<i>Line of Coverage</i>		
POLLUTION LIABILITY		
3 RD Party Liability	Excluded	\$3,000,000
1 st Party	Excluded	\$3,000,000
Deductible	Excluded	\$25,000
LAW ENFORCEMENT LIABILITY		
Form	Claims Made	Occurrence
General Aggregate	\$1,000,000	\$8,000,000
Each Occurrence	\$1,000,000	\$4,000,000
Deductible	\$10,000	\$0
Retroactive Date	07/01/2010	N/A
EDUCATORS LEGAL LIABILITY		
ELL Limit	\$1,000,000 Per Claim \$1,000,000 Agg	\$4,000,000 Per Claim \$8,000,000 Agg
Form	Claims Made	Claims Made
Deductible	\$25,000 – ELL & EPLI	\$10,000 – ELL & EPLI
Retroactive Date	07/01/2010	Full Prior Acts
Non-Monetary Relief Defense - Occurrence	\$300,000	\$250,000
CYBER LIABILITY		
	CFC	BCS
Cyber, Privacy and Network Security Liability	\$3,000,000	\$3,000,000
Deductible	\$15,000 – Each Coverage Part	\$15,000
BUSINESS AUTO		
Auto Liability	\$1,000,000 Per Occurrence	\$2,000,000 Per Occurrence
Uninsured / Underinsured Motorists	\$1,000,000	\$1,000,000
Comprehensive	\$500	\$1,000
Collision Deductible	\$500	\$1,000
Hired & Non-Owned Liability	\$1,000,000	Included
Bus Valuation	ACV	Replacement Cost for Buses 7 Years old or newer
UMBRELLA		
Occurrence Limit	\$3,000,000	Additional Limits Available
Aggregate Limit	\$3,000,000	-
Self -Insured Retention	\$0	-



Insurance Premiums

2021 Renewal Results

Coverage	07/01/2020 Expiring	07/01/2021 Renewal	
		Option 1	Option 2
Package	Hanover	Hanover	MIST
Premium	\$190,350	\$211,397	\$173,311
Auto Liability			
Premium	\$9,216	\$10,157	Included
Educator Legal Liability			
Premium	Included	Included	Included
Pollution Liability			
Premium	Excluded	Excluded	\$5,120
Umbrella			
Premium	\$15,828	\$17,847	-
Fixed Costs (TPA, LC & Operations)	-	-	\$8,114
Loss Fund	-	-	\$35,000
Total Property & Casualty	\$215,394	\$239,401	\$221,545
Workers' Comp	SFM	SFM	SFM
Premium	\$297,189	\$285,396	\$285,396
Cyber Liability	CFC	BCS	BCS
Premium	\$18,232.08	\$13,811	\$13,811
Broker Compensation	\$33,200	\$35,000	\$35,000
Total Program Costs	\$564,015	\$594,366	\$555,752

- CFC Cyber Renewal Option - \$34,569. Requirement that MFA is enabled prior to binding.

APPENDIX B

Form Resolution for Membership in MIST (New Members)

RESOLUTION FOR MEMBERSHIP

IN THE MINNESOTA INSURANCE SCHOLASTIC TRUST

WHEREAS, the School Board (the "Board") of School District _____ (the "District") has the authority to participate with other units of government for the purpose of jointly providing casualty, property and other protections through self-insurance and purchased insurance;

WHEREAS, pursuant to this authority, the Board has received and reviewed an agreement for the District's participation in a self-funded insurance and excess insurance casualty and property pool known as the Minnesota Insurance Scholastic Trust ("MIST"); and

WHEREAS, certain formats and procedures have evolved for the prompt and efficient operation and administration of MIST;

NOW THEREFORE BE IT AND IT IS HEREBY RESOLVED that:

1. The Board approves the District's membership in MIST and adopts MIST's Intergovernmental Agreement as presented and intends to be bound thereto.

2. The Board hereby authorizes and directs its Chair and Clerk to execute a signature page of the MIST's Intergovernmental Agreement as presented, and any amendments thereto, on behalf of the District in the form as attached hereto as Exhibit A.

Board Member _____ moved and Board Member _____ seconded
the adoption of the foregoing Resolution.

Ayes _____

Nayes _____

Absent _____

The foregoing Resolution was duly presented at a regularly scheduled public meeting of this School District and acted upon at said meeting.

(Print full legal name of school district)

By: _____

Printed Name: _____

School Board Chair

By: _____

Printed Name: _____

School Board Clerk

Dated: _____

MIST

Executive Board

DeeDee Kahring
Chairperson
Eastern Carver County
Schools ISD #112

Kim Eisenschenk
Elk River Area School
District #728

Sandy Linn
New Prague Area Schools
ISD #721

Kristi Anderson
Maple Lake Public
Schools ISD #881

Kara Lundin
Grand Rapids
Public Schools
ISD #318

Lori Volz
Austin Public Schools
ISD #492

Todd Swanson
Waconia
ISD #110

MIST Program Benefits

“Protected Self-Insurance” is the risk management alternative that MIST has chosen to manage its risks and keep its costs at the minimum. Price is not the only consideration when making this decision. In addition, the following are advantages, which should be noted over a conventional insurance program.

- Long-term stability in premiums and insurance availability.
- Broader coverage and increased limits.
- Potential return of loss fund dollars in the form of dividends subject to favorable loss experience.
- Cash flow benefits.
- Interest earnings from loss fund monies are retained by the members and further reduce program costs.
- Direct input and a strong voice by each member on coverage, administration, claims management, and loss prevention decisions.
- Detailed and comprehensive monthly loss information.
- More direct control of claims management and claims costs.
- Professional loss prevention programs tailored more to specific needs and
- Direct control of growth and determination of new members.

MIST has assembled a team of professional service providers who understand the needs of Minnesota public school districts. These include, but are not limited to:

PROGRAM ADMINISTRATOR

Arthur J. Gallagher & Co.

CLAIMS ADMINISTRATOR

Gallagher Bassett Services, Inc. – Property Casualty

PROGRAM MARKETING

Arthur J. Gallagher & Co.

For additional information, contact:

Breanna Kuck
Producer Associate
Arthur J. Gallagher Risk Management Services, Inc.
3600 American Boulevard West, Suite 500
Bloomington, MN 55431

P: 952.358.7566
Breanna_Kuck@ajg.com



MIST

Minnesota Insurance Scholastic Trust



**A Specialized Insurance Risk Management
Program for K-12 School Districts in Minnesota**



Arthur J. Gallagher & Co.



MIST

Minnesota Insurance Scholastic Trust



What is MIST?

Minnesota Insurance Scholastic Trust (MIST) is a protected self-insurance risk management program that gives districts long-term stability in premiums, as well as broader coverages and increased limits.

- Currently twenty-four districts in the program

Eligible Districts

- K-8
- 9-12
- K-12
- Special Education Districts
- Intergovernmental Units

Eligibility

All Minnesota public school districts are eligible for the programs offered by MIST. The program design is flexible in order to meet the needs of each individual district.

Structure of Programs

- MIST provides a package program and other ancillary lines of coverage needed by a school district.
- Low district deductibles.
- High per occurrence limits for all coverages.



Lines of Coverage Offered

- Property and related coverages
- General Liability
- Auto Liability & Physical Damage
- Excess Liability
- Crime
- Boiler & Machinery
- Employee Benefit Liability
- Bonds— Treasurer/Life Safety/Notary Public
- Student Accident/Mandatory and Catastrophic
- Sexual Abuse and Molestation
- School Board Legal Liability
- Employment Practice Liability
- Pollution Liability
- Fiduciary Liability
- Foreign Liability
- Cyber Liability

Program Highlights

Ownership – Representation on MIST Board

Savings – Over conventional programs

Security – Known maximum cost program

Stability – “A” rated carriers



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: Monday, June 28, 2021

Place on Agenda: COW and Regular Meeting

Action Requested: Approval

Attachment: 2021-22 Budget Summary
2021-22 Budget Presentation

Topic: 2021-2022 Budget Approval
Presenter(s): Aaron Bushberger, Finance Director
Background: <p>Attached are the proposed 2021-22 Budgets. The Board of Education must approve these budgets prior to June 30, 2021.</p> <p>The 2021-2022 Budget Summary includes a description of fund, budget assumptions and proposed 2021-2022 budget for each of the following funds: General Fund, Food Service Fund, Community Service Fund and Debt Service Fund.</p> <p>The proposed budgets were presented to the Board at the June 14, 2021 COW meeting. There have been some changes to the Community Education budget since the presentation on June 14. The changes are due to the addition of Central Square programming budgets that have been finalized, and will be addressed during the budget presentation.</p> <p>In addition, there are some state funding updates that will be provided during the presentation. No changes have been made to the budgets based on these potential changes.</p>
Recommendation: Approval
Alternatives: N/A

South St. Paul
Public Schools



2021-2022 Budgets

First Reading: June 14, 2021
Final Approval: June 28, 2021

South St Paul Public Schools

Special School District No. 6

104 5th Ave S

South St Paul, MN 55075

www.sspps.org

651-457-9400

School Sites

Kaposia Education Center

1225 First Avenue South

Grades: PreK-5

South St Paul Secondary

700 Second Street North

Grades 6-12

Lincoln Center Elementary

357 9th Avenue North

Grades: PreK-5

Community Learning Center

710 19th Avenue North

Grades 9-12

Family Education Center

104 Fifth Avenue South

Early Childhood Family Education
(ECFE)

School Board

Chris Walker

Linda Diaz

Nikki Laliberte

Wendy Felton

Bill Arend

John Raasch

Monica Weber

Chair

Vice Chair

Clerk

Treasurer

Inspector

Inspector

Inspector

Administration

Dr. Dave Webb

Aaron Bushberger

Superintendent

Finance Director

District Financial Timeline

South St Paul Public Schools, along with all other Minnesota school districts, operates on a fiscal year from July 1 – June 30. The budget is presented to the School Board for approval each June. Management of the school district’s budget is a process that includes important steps that occur throughout the year. The life cycle of the 2021-22 budget began last fall and will conclude with the final audit scheduled for November 2022.

- September 2020** The school board reviewed and approved the preliminary property tax levy for fiscal year 2021-22.
- December 2020** The school board reviewed and approved the final property tax levy for fiscal year 2021-22.
- January 2021** The school board began the 2021-22 budget planning process by reviewing the 2021-22 budget assumptions and budget projections.

The school board reviewed and approved the 2021-22 Budget Guiding Change Document.
- Mar-Apr 2021** The school board reviewed and approved the proposed budget adjustments for 2021-22.

- June 2021** The school board will review and approve the 2021-22 budgets.
- December 2021** The school board reviews and approves the first budget revision for the 2021-22 fiscal year.
- March 2022** The school board reviews and approves the second budget revision for the 2021-22 fiscal year (if necessary).
- June 2022** The district administration closes the district’s financial year and begins the audit process.
- November 2022** The school board is scheduled to review and approve the final 2021-22 audit.

District Financial Overview

Minnesota school districts are required by law to prepare financial reports and annual budgets. For school districts, these financial reports include the detailed tracking of revenues and expenditures within a structure known as the Uniform Financial Accounting and Reporting Standards (UFARS). The Minnesota Legislature mandated that school districts use the UFARS reporting system. This system allows school districts to meet legislative requirements, establish greater accuracy in reporting, and provide financial accountability of public funds.

A school district's operating budget is comprised of different revenue and expenditure categories called 'funds'. These funds are established within UFARS in accordance with statutory requirements and Generally Accepted Accounting Principles (GAAP). Each fund maintains its own separate revenues, expenditures and fund balances. South St Paul Public Schools currently uses seven funds:

Fund #	Fund Title	Common Purpose
01	General	Used to account for the general operating costs, such as educational activities, district instructional and student support programs, student support services, operations and maintenance costs and building and district administration.
02	Food Service	Record financial activities of a school district's food service program. Food service includes activities for the purpose of preparation and service of meals, snacks and milk in connection with school and community service activities.
04	Community Service	Used to record all financial activities of the Community Service program, including Early Childhood Family Education (ECFE), School Readiness, and Adult Basic Education (ABE)
07/47	Debt Service	Account for revenues and expenditures for a school district's outstanding bonded indebtedness.
20	Internal Service	The Internal Service Fund is used for two purposes: <ol style="list-style-type: none"> 1. Record revenues and expenditures for the district's dental and medical self-insurance programs. (No annual budget required) 2. Record financial activity related to assets held in a revocable trust to finance the district's OPEB liabilities.

General Fund – Fund 01

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2020 Payable 2021 Levy that was approved by the Board of Education on December 14, 2020.
2. Other – The primary source of revenue in this area is participation and admission fees. Revenue is based on the fees approved by the Board of Education. Other sources include the district’s student activities accounts and third party billing revenue.
3. State Sources – The following primary state funding sources have been budgeted:
 - a. General Education Revenue – the budget is based on \$6,698 per pupil unit, which is a 2% increase over the 2020-21 level of \$6,567.
 - b. Compensatory Revenue – the budget is based on the MDE’s entitlement report, which is based on the October 1, 2020 Free/Reduced student count.
 - c. Special Education Revenue – the budget is based on the special education formula and projected operating expenditures.
 - d. Other State Funding – budgets have been projected based on the approved levy, projected enrollment and MDE estimates.
4. Federal Sources – The district receives funding for Title I, Title II, Title III and Special Education. The district has budgeted for all federal programs at a similar level as 2020-21. In addition, the district has budgeted for additional federal programs for the 2021-22 school year. This includes GEER/ESSER I funding under the CARES Act (\$500,000) and ESSER II funding under the CRRSA Act (\$1.7 million).
5. Enrollment – The table below shows the actual Average Daily Membership (ADM) for 2019-20, the budgeted ADM for 2020-21 and the projected ADM for 2021-22.

Grade	2019-20 Actual	2020-21 Budget	2021-22 Projected
ECSE (1)	45	29	45
VPK (2)	101	68	57
K-5	1,395	1,309	1,256
6-8	766	731	692
9-12	982	973	982
Total	3,289	3,110	3,032

(1) ECSE = Early Childhood Special Education

(2) VPK = Voluntary Pre-Kindergarten

Expenditures

1. General Expenditures – The school board approved budget adjustments at their April 12, 2021 meeting. These adjustments included increases and decreases in different areas of the budget.
2. Salaries and Employee Benefits – Employee compensation is based on current collective bargaining agreements and estimates are used for any contracts that are currently in negotiations.
3. Class Size Norms – Class size norms remain unchanged from the 2020-21 school year. Staffing is based on the following class size norms:

Grade	2020-21 Norms	2021-22 Norms
K	20-24	20-24
1	21-25	21-25
2	22-26	22-26
3	23-27	23-27
4	24-28	24-28
5	25-29	25-29
6-8	27-31	27-31
9-12	29-33	29-33

4. Other Budgets – Most other budgets were held constant. Some budgets were increased for inflation – around a 2% increase from the 2020-21 budget.

SPECIAL SCHOOL DISTRICT NO. 6
General Fund
2021-2022

	2019-2020 <u>Actual</u>	2020-2021 <u>Budget</u>	2021-2022 <u>Proposed</u>
Revenue			
Local sources			
Property taxes	\$6,592,421	\$7,165,588	\$7,489,545
Investment earnings	121,398	0	0
Other	1,071,864	707,380	720,332
State sources	35,626,546	33,574,045	32,781,307
Federal sources	1,378,700	2,249,120	3,523,480
Total revenue	<u>44,790,929</u>	<u>43,696,133</u>	<u>44,514,664</u>
Expenditures			
Current			
Salaries	27,075,116	26,000,755	26,050,186
Employee benefits	11,410,583	10,161,692	10,144,973
Purchased services	5,210,746	5,131,645	5,330,440
Supplies and materials	1,394,702	1,051,816	1,087,055
Other expenditures	118,424	131,395	131,570
Capital outlay	1,929,930	1,768,830	1,965,605
Total expenditures	<u>47,139,501</u>	<u>44,246,133</u>	<u>44,709,829</u>
Other financing sources (uses)			
Capital lease issued	0	0	0
Sale of capital assets	2,690	0	0
Transfers (out)	-100,000	-200,000	0
Total other financing sources (uses)	<u>-97,310</u>	<u>-200,000</u>	<u>0</u>
Net change in fund balances	-2,445,882	-750,000	-195,165
Fund balances			
Beginning of year	<u>8,423,613</u>	<u>5,977,731</u>	<u>5,227,731</u>
End of year	<u>\$5,977,731</u>	<u>\$5,227,731</u>	<u>\$5,032,566</u>
Fund Balance %			
Restricted	1.2%	2.1%	1.8%
Unrestricted	11.5%	9.7%	9.5%
Total	<u>12.7%</u>	<u>11.8%</u>	<u>11.3%</u>

Food Service Fund – Fund 02

Budget Assumptions

Revenue

1. Federal Sources – The district will be able to offer free meals to all students for the 2021-22 school year under the Seamless Summer Option (SSO) program through the USDA. Federal reimbursements under the SSO program are \$2.4625 for each breakfast, \$4.3175 for each lunch and \$1.02 for each snack.
2. Other – Primarily Meal Sales – A minimal amount of adult meal sales is budgeted.
3. State Sources – No State funding is budgeted due to the federal SSO program.

Expenditures

1. Salaries and Employee Benefits – Employee compensation is based on current collective bargaining agreements and estimates are used for any contracts that are currently in negotiations.
2. Other Costs – Other costs are based on projected supplies, materials and food related costs.
3. Capital outlay – Capital outlay is budgeted based on expected costs related to equipment replacements in the kitchens.

SPECIAL SCHOOL DISTRICT NO. 6
Food Service Fund
2021-2022

	2019-2020 <u>Actual</u>	2020-2021 <u>Budget</u>	2021-2022 <u>Proposed</u>
Revenue			
Local sources			
Investment earnings	\$10,798	\$0	\$0
Other - primarily meal sales	283,501	15,246	33,347
State sources	160,577	0	0
Federal sources	<u>1,610,074</u>	<u>1,125,974</u>	<u>2,060,753</u>
Total revenue	2,064,950	1,141,220	2,094,100
Expenditures			
Current			
Salaries	595,823	490,388	482,915
Employee benefits	219,540	176,612	175,466
Purchased services	168,141	150,944	184,761
Supplies and materials	1,015,818	496,490	978,374
Other expenditures	166,915	103,035	142,130
Capital outlay	<u>101,866</u>	<u>97,635</u>	<u>25,000</u>
Total expenditures	2,268,103	1,515,104	1,988,646
Net change in fund balances	-203,153	-373,884	105,454
Fund balances			
Beginning of year	<u>860,324</u>	<u>657,171</u>	<u>283,287</u>
End of year	<u>\$657,171</u>	<u>\$283,287</u>	<u>\$388,741</u>
Fund Balance %	<u>29.0%</u>	<u>18.7%</u>	<u>19.5%</u>

Community Service Fund – Fund 04

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2020 Payable 2021 Levy that was approved by the Board of Education on December 14, 2020. The district levies for General Community Education, Early Childhood Family Education (ECFE), Youth Services, Home Visiting and School Age Care – Disabled.
2. Other Sources – Primarily Tuition and Fees – The district collects participation fees in the following areas: Camps and Clinics, Preschool, School Age Care, Youth Development, After School Youth, Community Theatre (summer), Senior Citizen Programming and Early Childhood Family Education (ECFE).
3. State Sources – State funding for General Community Education, ECFE and School Readiness are based on Minnesota Department of Education (MDE) projections. State funding for Adult Basic Education (ABE), Childhood Screening and Non-Public Pupil Aid are based on district estimates.

Expenditures

1. Salaries and Employee Benefits – Employee compensation is based on current collective bargaining agreements and estimates are used for any contracts that are currently in negotiations.
2. Other Costs – Other costs are based on projected supplies, materials and other related costs.

SPECIAL SCHOOL DISTRICT NO. 6
Community Service Fund
2021-2022

	2019-2020 <u>Actual</u>	2020-2021 <u>Budget</u>	2021-2022 <u>Proposed</u>
Revenue			
Local sources			
Property taxes	\$416,805	\$397,549	\$386,465
Investment earnings	9,976	0	0
Other - primarily tuition and fees	736,682	78,000	707,108
State sources	886,753	880,364	900,791
Federal sources	12,488	111,357	12,000
Total revenue	<u>2,062,704</u>	<u>1,467,270</u>	<u>2,006,364</u>
Expenditures			
Current			
Salaries	1,321,225	1,052,481	1,259,767
Employee benefits	494,297	375,065	470,294
Purchased services	292,802	234,500	126,778
Supplies and materials	59,576	48,000	110,966
Other expenditures	1,235	0	0
Capital outlay	0	0	0
Total expenditures	<u>2,169,135</u>	<u>1,710,046</u>	<u>1,967,805</u>
Other financing sources (uses)			
Transfers in	<u>100,000</u>	<u>200,000</u>	<u>0</u>
Net change in fund balances	-6,431	-42,776	38,559
Fund balances			
Beginning of year	<u>140,440</u>	<u>134,009</u>	<u>91,233</u>
End of year	<u><u>\$134,009</u></u>	<u><u>\$91,233</u></u>	<u><u>\$129,792</u></u>
Fund Balance Components			
Community Education Programs	\$41,716	\$43,863	\$73,138
Early Childhood Family Education	11,900	20,551	27,105
School Readiness	77,423	21,598	20,075
Adult Basic Education	<u>2,970</u>	<u>5,221</u>	<u>9,474</u>
Total	<u><u>\$134,009</u></u>	<u><u>\$91,233</u></u>	<u><u>\$129,792</u></u>

Debt Service Fund – Fund 07 and 47

Budget Assumptions

Revenue

1. Property Taxes – Property taxes are budgeted based on the 2020 Payable 2021 Levy that was approved by the Board of Education on December 14, 2020. The district is required to levy 105% of the scheduled bond principal and interest payments.

Expenditures

1. Principal and Interest – The district makes payments based on the scheduled bond principal and interest payments.
2. Fiscal Charges and Other – The district incurs trustee costs related to the payments on the bonds.

SPECIAL SCHOOL DISTRICT NO. 6
Debt Service Fund
2021-2022

	2019-2020 <u>Actual</u>	2020-2021 <u>Budget</u>	2021-2022 <u>Proposed</u>
Revenue			
Local sources			
Property taxes	\$3,075,876	\$2,843,592	\$2,985,491
Investment earnings	26,508	0	0
Other sources	221,000	221,000	0
Total revenue	<u>3,323,384</u>	<u>3,064,592</u>	<u>2,985,491</u>
Expenditures			
Debt Service			
Principal	1,995,000	2,045,000	1,975,000
Interest	1,100,938	1,056,238	1,010,338
Fiscal charges and other	6,649	6,600	6,000
Total expenditures	<u>3,102,587</u>	<u>3,107,838</u>	<u>2,991,338</u>
Net change in fund balances	220,797	-43,246	-5,847
Fund balances			
Beginning of year	<u>747,159</u>	<u>967,956</u>	<u>924,710</u>
End of year	<u><u>\$967,956</u></u>	<u><u>\$924,710</u></u>	<u><u>\$918,863</u></u>

SOUTH ST. PAUL PUBLIC SCHOOLS
Central Square Community Center Fees

Lap Swim	
Daily Pass	\$4
Daily Pass (seniors)	\$2
10-Day Punch Pass	\$35
10-Day Punch Pass (senior)	\$15
30-Day Punch Pass	\$70
30-Day Punch Pass	\$30

Fitness Classes	
Virtual (1x week per month)	\$20
Virtual (2x week per month)	\$30
Virtual (3x week per month)	\$40
Virtual (unlimited per month)	\$55
In-Person (6-weeks)	\$35
In-Person (8-weeks)	\$50
In-Person (seniors) (6-weeks)	\$15
In-Person (seniors) (8-weeks)	\$20

Gymnastics Classes	
Tiny Tots	\$59
Beginning 1	\$69
Beginning 2	\$69
Intermediate 1	\$69
Intermediate 2	\$69
Gym Advanced	\$79
Gym Advanced Int.	\$99



2021-22 Budget Review

Aaron Bushberger
Director of Finance
June 14, 2021



Overview



- General Fund
 - Budget Process
 - Fund Balance Policy
- Food Service Fund
- Community Education Fund
- Debt Service Fund



General Fund Budget Process

January – Board reviews 2021-22 budget information

February – Admin. develops budget recommendations

March-April – Board reviews/approves 2021-22 adjustments

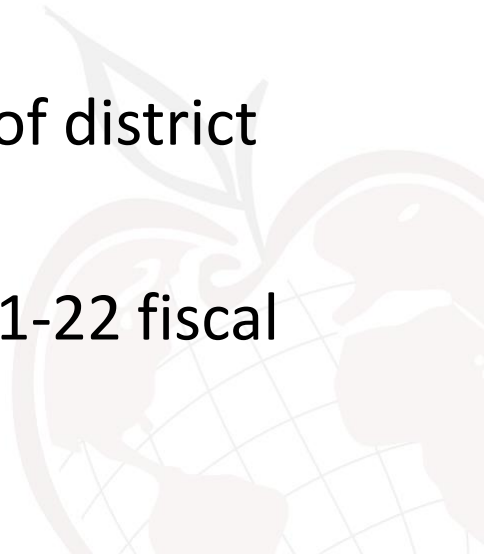
April-May – District finance staff prepares 2021-22 budgets

June – Board reviews and approves 2021-22 budgets

General Fund Policy

Fund Balance Policy (Policy #702.1)

- The school district will strive to maintain a minimum unrestricted general fund balance of **12%** of the annual budget
- 12% equates to about 1.5 months worth of district operating expenditures
- Projected to be at **9.5%** at the end of 2021-22 fiscal year



General Fund

State Funding

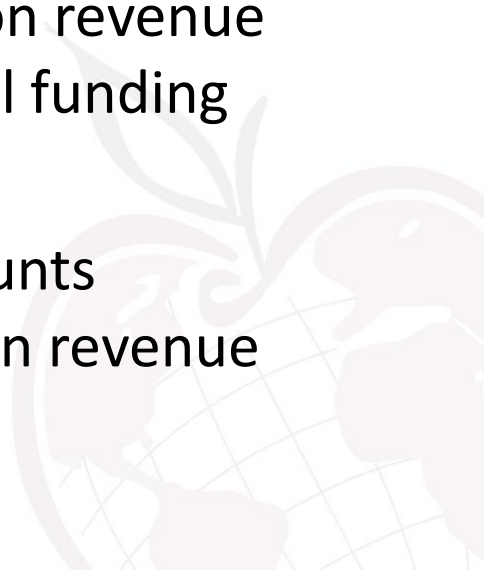
	Legislature*	SSP Budget
Total E-12 funding	\$554 million	
General education increase	2.45% / 2.00%	2.00%
VPK continuation (two years)	Yes	No
Special Ed (one-time)	\$10.425 million	\$0
English Learner (annual)	\$2 million	\$0

*Agreement per sources as of June 24, 2021

General Fund

Budget assumptions (State funding)

- General Education Revenue
 - Assume a 2% increase in general education revenue
 - Waiting on legislature to determine actual funding
- Compensatory Revenue
 - Based on 2020-21 educational benefit counts
 - 2021-22 revenue - decrease of \$300,000 in revenue from 2020-21



General Fund

Budget assumptions (State funding)

- Special Education Revenue
 - Based on previous years' expenditures (i.e. 2021-22 revenue is calculated based on 2020-21 costs)
 - 2021-22 revenue – decrease of \$450,000
- Voluntary Pre-Kindergarten (VPK) Revenue
 - Lincoln seats expired at the end of 2020-21
 - Waiting on legislature to determine future funding

General Fund

Budget assumptions (Federal funding)

- ESSER/GEER I
 - \$500,000 allocated towards 2021-22 budget
- ESSER II
 - \$1.7 million allocated towards 2021-22 budget
- ESSER III
 - \$3.8 million allocation
 - Earmarked for future budgets



General Fund

Federal funding notes

- ESSER/GEER I and ESSER II
 - Applications have been approved by MDE
- ESSER III requirements
 - Public feedback opportunities around district's Safe Learning Plan and spending plan



General Fund

Budget assumptions (Enrollment)

Year	2019-20 Actual	2020-21 Budget	2021-22 Projected
ECSE	45	29	45
VPK	101	68	57
Grades K-5	1395	1309	1256
Grades 6-8	766	731	692
Grades 9-12	982	973	982
Total	3289	3110	3032

General Fund

Budget assumptions (Expenditures)

- Staff compensation
 - Contracts that are settled through June 30, 2022 – contractual amounts used
 - Contracts that are not settled – estimates used
- Other expenditures
 - Inflationary increases in some areas (i.e. utilities, property/liability insurance, etc.)



General Fund

	2020-2021	2021-2022
	Budget	Proposed
Beginning Fund Balance	\$5,977,731	\$5,227,731
Revenues	\$43,696,133	\$44,514,664
Expenditures	\$44,446,133	\$44,709,829
NET	-\$750,000	-\$195,165
Ending Fund Balance	\$5,227,731	\$5,032,566
Fund Balance % (Total)	11.8%	11.3%

Looking Beyond 2021-22...

	2021-22	2022-23	2023-24	2024-25
Revenues	\$42.8	\$42.8	\$43.3	\$43.8
GEER/ESSER/Jefferson Funds	\$1.7	\$2.4	\$2.4	-
Expenditures	\$44.7	\$46.2	\$46.2	\$46.7
Budget adjustments	-	-\$1.0	-\$0.5	-\$2.9
Net	-\$0.2	\$0.0	\$0.0	\$0.0
Ending Fund Balance	\$5.0	\$5.0	\$5.0	\$5.0
Fund Balance Policy %	9.5%	9.2%	9.1%	9.6%

Food Service Fund

Budget assumptions (Revenue)

- Free meals for all students in 2021-22!!
- Federal government will provide reimbursement for all meals under Seamless Summer Option (SSO) program



Food Service Fund

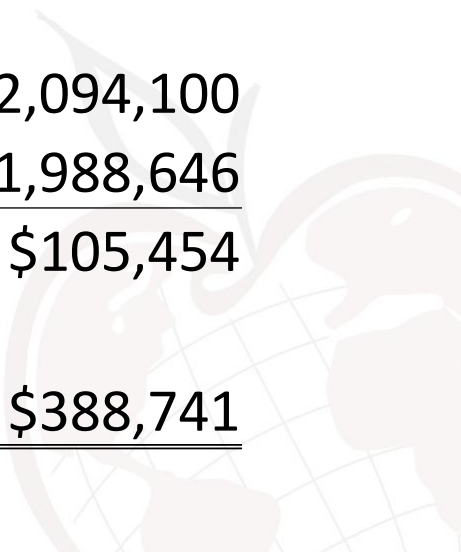
Budget assumptions (Expenditures)

- Staff compensation
 - Contract settlement estimates used
- Food costs
 - Slight increase in budget



Food Service Fund

	2020-2021	2021-2022
	Budget	Proposed
Beginning Fund Balance	<u>\$657,171</u>	<u>\$283,287</u>
Revenues	\$1,141,220	\$2,094,100
Expenditures	<u>\$1,515,104</u>	<u>\$1,988,646</u>
NET	-\$373,884	\$105,454
Ending Fund Balance	<u><u>\$283,287</u></u>	<u><u>\$388,741</u></u>



Community Education Fund

Budget assumptions (Revenue)

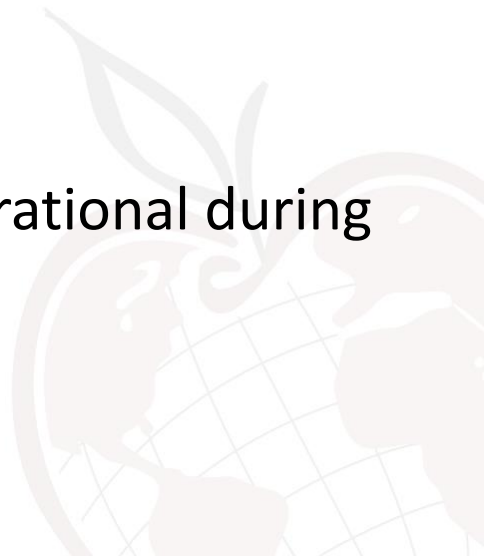
- State funding
 - Assume no change in funding
- Fees revenue
 - Conservative estimates used for programming – Kids Choice, ECFE, School Readiness, etc.
- General Fund transfer
 - \$0 budgeted for 2021-22



Community Education Fund

Budget assumptions (Expenditures)

- Staff compensation
 - Contract settlement estimates used
- Programming costs
 - Budgeting based on all programming operational during 2021-22 school year



Community Education Fund

Budget assumptions (Central Square)

- Budget includes current/planned program offerings:
 - Senior programming, fitness classes, lap swim, gymnastics, facilities rental, building attendants
 - Not complete picture of full year budget

2021-22 Revenues	\$64,608
2021-22 Expenditures	\$71,783
2021-22 Net	-\$7,175



Community Education Fund

Budget assumptions (Central Square)

- Community Ed budget savings of \$27,500 savings from managing Senior Center / programming

Central Square Operating	-\$7,175
Senior Programming Savings	\$27,500
Net	\$20,325



Community Education Fund

	2020-2021	2021-2022
	Budget	Proposed
Beginning Fund Balance	\$134,009	\$91,233
Revenues	\$1,667,270	\$2,006,364
Expenditures	\$1,710,046	\$1,967,805
NET	-\$42,776	\$38,559
Ending Fund Balance	\$91,233	\$129,792

Debt Service Fund

Revenues

- Based on 2021 property tax levy

Expenditures

- Based on debt payment schedules



Debt Service Fund

	2020-2021	2021-2022
	Budget	Proposed
Beginning Fund Balance	\$967,956	\$924,710
Revenues	\$3,064,592	\$2,985,491
Expenditures	\$3,107,838	\$2,991,338
NET	-\$43,246	-\$5,847
Ending Fund Balance	\$924,710	\$918,863

Next Steps



- Board to approve 2021-22 budgets at the June 28, 2021 regular meeting
- Routine financial updates/revisions to Board based on new information





SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Committee-of-the-Whole

Action Requested: None

Attachment: None.

Topic: Out of County Field Trips
Presenter(s): Superintendent Dave Webb
<p>Background:</p> <p>On Monday evening, Superintendent Webb will highlight an out of the country field trip request from Lindsay Alejandrino, a Spanish teacher at the secondary building. Ms. Alejandrino has been talking to students and families about the possibility of an international trip to Panama City, Panama that would potentially take place during Spring Break of 2022 (March 25- April 2, 2022).</p> <p>Students in grades 10-12 who are currently enrolled in Spanish, would have the opportunity to explore the natural beauty of Panama, learn about the history of Panama City, see the innovation of the Panama Canal and stay with a Panamanian family to experience the culture and use their Spanish skills. Lindsay has been preliminarily planning with a company called <u>Interact</u> out of Green Bay, Wisconsin. The deadline to enroll students in this trip is October 1, 2021.</p>
<p>Recommendation:</p> <p>With the uncertainty of COVID-19, there is no formal request for approval at this time and is being presented on Monday evening for informational purposes only. Administration will continue to monitor and evaluate COVID-19 with the possibility of bringing back a formal travel request in the fall.</p>
<p>Alternatives:</p> <p>N/A</p>



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Committee-of-the-Whole and Regular Business Meeting

Action Requested: Approval – Student Rights and Responsibilities Handbook
Information only – SSPPS Family Handbook and Program Guidebooks

Attachments: Student Rights and Responsibilities Handbook, Family Handbook, Secondary School Activities Dept. Handbook, Community Preschool, ECFE Handbook, and Kids’ Choice.

Topic: 2021-22 Handbooks

Presenter(s): Superintendent Dave Webb

Background:

As previously discussed with the SSP School Board, the district has overhauled its various handbooks in an effort to streamline policies and procedures for students and families.

- **SSPPS Student Rights and Responsibilities Handbook** (Requesting Approval)
 - Audience – SSPPS Students and Families (Gr Prek-12)
 - This publication outlines unified, developmentally appropriate behavioral expectations for students across the district, and gives common vocabulary to restorative practices, and disciplinary responses.
- **SSPPS Family Handbook:** (Information Only)
 - Audience – All SSPPS Families PreK-12/posted on sspps.org
 - Content satisfies all of the annual notification requirement of the school district. It includes information that is common across the district (e.g. data privacy, food/nutrition, pesticides, asbestos, etc.) as well as other district information of interest (e.g. school closing, community education, cultural liaisons, etc.).
- **Program Guidebooks:** (Information Only)
 - Programs–Secondary School Activities Dept., Community Preschool, ECFE and Kids’ Choice
 - Audience – Students and Families
 - Guidebooks include specific information about procedures that are unique to the specific programs, including but not limited to: contact information, calendars, building hours and daily schedules, evacuation and emergency plans, fees, technology, transportation, etc.
- **School Guidebooks** (Information Only)
 - Will come before the School Board in July/August

Recommendation:

Administration requests Board approval for the Students Rights and Responsibilities Handbook

Alternatives: Do not approve the Student Rights and Responsibilities Handbook and direct administration with next steps.



2021-2022

STUDENT RIGHTS AND RESPONSIBILITIES HANDBOOK



TABLE OF CONTENTS

Superintendent’s Message	2
Leadership Team	
School Board and District Administration	3
School Building Administration	4
District Mission and Core Values	5
General Principles and Strategies	6
Student Conduct	
Student Code of Conduct	8
Roles and Responsibilities	9
Commitment to Bullying Prevention and Prohibition	10
Responses to Violations of Code of Student Conduct	10
Behavior Definitions, Expectations and Consequences	11
Discipline Guidelines for Special Education Students	26
School Bus Rider Responsibilities	27
Personal Electronic Devices (e.g. cell phones)	29
Frequently Asked Questions	30
Summary of Additional District Policies	33
Appendix	
Policy 506 - Student Discipline	
Policy 514 - Bullying Prohibition	
Policy 526 - Hazing Prohibition	
Policy 413 - Harassment and Violence	

.....

Upon request, the district will make the Student Rights & Responsibilities Handbook available in languages other than English. If you would like to receive this information in another language, please contact your school.

Si usted desea recibir esta informacion en español, por favor contactese con su escuela.

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SUPERINTENDENT'S MESSAGE

September 2021

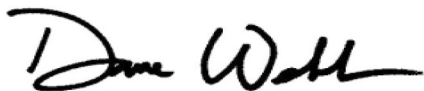
Dear South St. Paul Public Schools Families,

In South St. Paul Public Schools (SSPPS), we are dedicated to providing our students and staff with a safe, welcoming and culturally responsive environment to learn and work. We strive to provide the support our students need to stay in school and learn. The Student Rights and Responsibilities Handbook is designed to assist the district in accomplishing its mission to ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.

We want to encourage a learning environment of mutual respect, problem-solving and restorative practices among all students and staff at every school. In partnership with the School Board, the district has developed comprehensive policies and procedures that define our students' rights and responsibilities and provide for a positive learning environment. This handbook serves as a resource for students and families in understanding these policies and expectations as well as their alignment with district procedures. District staff will be reviewing this information with students at the beginning of the school year. In addition, we ask you to also review this important document and discuss it with your student(s).

Thank you for your continued partnership as we strive to prepare each and every student for their next step. Together we can help our students stay in class and school so they can take advantage of the many learning opportunities available to them every day.

Sincerely,



Dave Webb, Ed.D.
Superintendent
South St. Paul Public Schools



LEADERSHIP TEAM

SSP SCHOOL BOARD

Bill Arend

(651) 455-6518

barend@sspps.org

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Monica Weber

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DISTRICT LEADERSHIP

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104 Fifth Ave South
South St. Paul, MN 55075

Superintendent Dave Webb

(651) 457-9465

dave.webb@sspps.org

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Cathy Miller
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Director of Special Services

Kelly Tetrick
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Director of Community Education

Jeanne Zehnder
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Asst. Director of Special Services & Learning

Theresa Starkman
(651) 552-5594

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Director of Early Learning & Equity

Connie Garling-Squire
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Director of Nutrition Services

Glen Ritter
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Paul Brashear
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Director of Finance

Aaron Bushberger
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Asst. Director of Nutrition Services

Dorie Pavel
(651) 306-3675

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SCHOOL LEADERSHIP



EARLY LEARNING/FAMILY EDUCATION CENTER (BIRTH-5)

104 Fifth Ave South, South St. Paul, MN 55075

(651) 457-9418

Connie Garling-Squire

Director

(651) 552-5579

cgarling-squire@sspps.org



KAPOSIA EDUCATION CENTER (GRADES PREK-5)

1225 First Avenue South, South St. Paul, MN 55075

(651) 451-9260

Terry Bretoi

Principal

(651) 451-9260 | ext. 6306

tbretoi@sspps.org

Dan Riley

Asst. Principal

(651) 451-9260 | ext. 6307

driley@sspps.org



LINCOLN CENTER (GRADES PREK-5)

357 Ninth Avenue North, South St. Paul, MN 55075

(651) 457-9426

Mike Fugazzi

Principal

(651) 457-9426 | ext. 9461

mfugazzi@sspps.org

Deanne Edlefsen

Asst. Principal

(651) 457-9426 | ext. 7407

dedlefsen@sspps.org



SSP SECONDARY (GRADES 6-12)

700 North Second Street, South St. Paul, MN 55075

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Chuck Ochocki

Principal, Gr 9-12

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Leah Bourg

Principal, Gr 6-8

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Chad Sexauer

Athletics/Activities Director

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Angie Ryter

Asst. Principal, Gr 9-12

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aryter@sspps.org

Julian Stanke

Asst. Principal, Gr 6-8

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SSP COMMUNITY LEARNING CENTER (GRADES 10-12)

710 - 19th Avenue North, South St. Paul, MN 55075

(651) 450-9966

Chuck Ochocki

Principal

(651) 457-9402

cochocki@sspps.org

Robin O'Reilly

Asst. Principal

(651) 306-3686

roreilly@sspps.org



DISTRICT MISSION AND CORE VALUES

SSPPS MISSION (OUR CORE PURPOSE)

Ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.

SSPPS CORE VALUES (WHAT DRIVES OUR WORDS AND ACTIONS)

Compassion

Be kind, fair and just toward all people because of who we are

Equity

Provide equal access to opportunities in academics, student services and activities

Excellence

Strive for the/our best in all we do with high expectations for all

Integrity

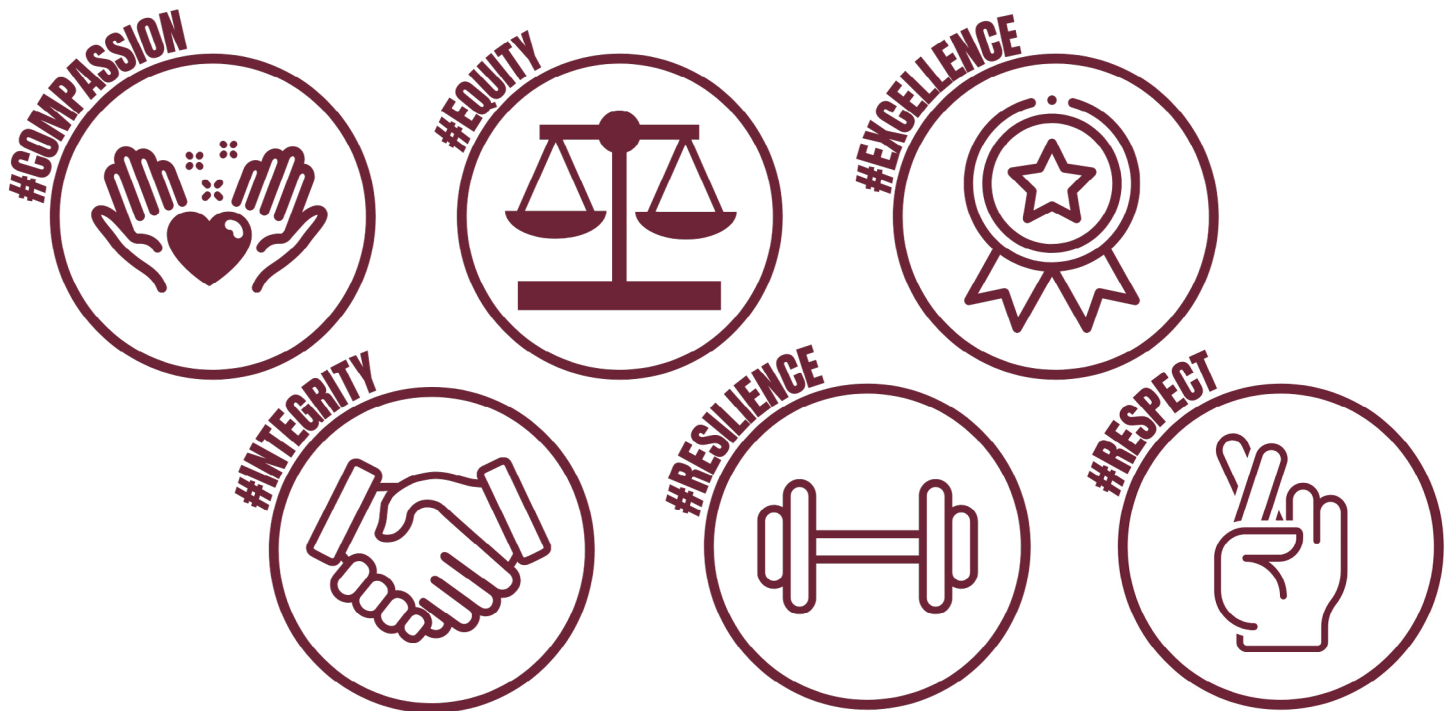
Do the right thing even when no one is watching, and keep our promises

Resilience

Be able to bounce back from challenges and disappointments with confidence and hope

Respect

Honor our similarities and differences in our assumptions, inquiries, words and actions



GENERAL PRINCIPLES AND STRATEGIES

In pursuit of our district mission, SSPPS has high expectations for student behavior and requires that all students demonstrate responsibility and appropriate behavior in the classroom, on school grounds, and at school-sponsored events and activities. SSPPS is committed to providing a safe, supportive and orderly educational environment for all students.

SSPPS's approach to student discipline is designed to utilize evidence-based research in an effort to avoid situations in which students are unnecessarily removed from the classroom environment. To that end, SSPPS employs several strategies and frameworks to help create positive learning environments.

MINNESOTA'S FIRST IB WORLD SCHOOLS DISTRICT

SSPPS is the first district in Minnesota to be authorized by the IB programs serving students from kindergarten through grade 12. The focus of the IB curriculum is cross-disciplinary and is based on the inquiry method of instructional practice. IB provides a model for high standards in education for all students. The PYP and MYP programs provide an educational framework based on what is currently known about how students learn and draw upon best practices for teaching and learning. Through the IB Program, all students are invited to discover for themselves that learning can be an exciting, challenging, and rewarding process of exploring the world around us.

[The IB Learner Profile](#) is a collection of attributes that best describes the internationally-minded, lifelong learners we seek to develop through our three IB programs. It is not intended to be a profile of the perfect student, but instead, a roadmap in pursuit of lifelong 21st Century learning. Lifelong learning is the voluntary, lifelong, and self-motivated pursuit of knowledge for either personal or professional reasons. The Learner Profile places the student at the heart of IB programs and focuses attention on the processes and the outcomes of learning.

IB Primary Years Program (PYP)

Designed for all students in grades K-5. It focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. For more information on the IB-PYP program, contact one of our IB-PYP Coordinators.

IB Middle Years Program (MYP)

Serves all students in grades 6-10. It focuses on providing a framework for academic challenge and life skills. For more information on the IB-MYP program, contact our IB-MYP Coordinator.

IB Diploma Program (DP)

A rigorous academic program for grade 11 and 12 students. It focuses on creativity, innovation, self-discipline and the ability to function as part of a team. The Diploma Program consists of a common pre-university curriculum and a common set of external exams for students in schools throughout the world. It seeks to provide students with an international education that encourages an understanding and appreciation of other cultures and societies. For more information on the IB-DP program, contact our IB-DP Coordinator.

Christopher Bretz

Kaposia, IB-PYP Coordinator

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Diane Tiffany

Lincoln Center IB-PYP Coordinator

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MULTI-TIERED SYSTEMS OF SUPPORT (MTSS)

MTSS is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need. MTSS is defined as “the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions” (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student’s difficulty, and provides services/intervention as soon as the student demonstrates a need.

The framework for MTSS in SSPPS includes:

- High-quality instruction along with preventative interventions;
- Assessment practices that are applied across all levels of the system for a deeper understanding of each student’s needs; and
- The alignment of resources and supports necessary for each student’s academic and social-emotional success

POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS)

PBIS is a framework that assists schools in identifying and implementing research-based behavioral interventions in an effort to improve social and academic outcomes for all students. PBIS is based on the idea that students learn appropriate behavior through instruction, practice, feedback, and encouragement. Key features of PBIS include: outlining a clear set of defined positive expectations and behaviors, the teaching of expected behaviors, recognition of meeting expected behaviors, monitoring and correcting errors in behaviors, and using data-based information for decision-making, monitoring, and evaluating results at individual school sites.

BUILDING ASSETS, REDUCING RISKS (BARR)

BARR is a strengths-based educational model that will provide our grades K-12 with a comprehensive method to address the academic, social, and emotional needs of all students through the power of data and relationships. By putting relationships first, the BARR model allows students and teachers to connect more powerfully with each other. A key component is the weekly lessons focused on helping students learn and practice life skills. Called “I-Times” or “U-Times,” these lessons focus on building skills in self-management, communication, social, research, or thinking;

INNOCENT CLASSROOM

Innocent Classroom aligns well with several strategic initiatives in the district. The district’s strategic equity efforts seek to increase the capacity of all SSPPS employees, students and stakeholders to develop cultural and racial consciousness and competence. Our educators build skills and practices around issues of empathy and understanding of difference so that we better engage each of our students.

CONSCIOUS DISCIPLINE (CD)

CD is an innovative social-emotional learning and classroom management program with a proven track record of sustainable results. Focused in Early Learning, CD provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. By integrating social-emotional learning, discipline and self-regulation, educators spend less time policing behavior and more time teaching vital life skills. This method eliminates the need for reward and punishment-style discipline and instead gives children a voice, empowering them with the ability and help to achieve behavioral goals, while also creating stronger communication within families.

Each school site has a leadership team responsible for creating specific school-wide examples of appropriate behavior and academic interventions based on the framework of MTSS. By braiding the research-based principles and proven strategies including PBIS, BARR, Innocent Classroom and Conscious Discipline, SSPPS hopes to better ensure safe and supportive learning environments at all levels, early learning through graduation.



STUDENT CODE OF CONDUCT

It is the responsibility of the School Board to set reasonable policies and rules for governing behavior and conduct while in the school environment. These policies and rules apply any time a student is present on district property, at a school-sponsored activity, and while traveling in district vehicles.

In addition, students who are participants in district activities need to understand the behavioral expectations and consequences for violations as outlined by the Minnesota State High School League and the district related to chemical use, hazing or any other infraction covered by the High School League or district policies or rules.

While this policy pertains to all schools in the district, the School Board recognizes the uniqueness of each building and classroom in which the policy must be implemented. This policy may be supplemented by additional policies, rules and procedures that recognize those unique needs.

STUDENT BILL OF RIGHTS AND RESPONSIBILITIES

RIGHTS	RESPONSIBILITIES
<p>You have the RIGHT to be treated with respect and dignity by your fellow students, teachers and other school employees without regard to race, religion, sex, sexual orientation including gender identity and expression, age, disability or family structure.</p>	<p>You have a RESPONSIBILITY to treat your fellow students and all school employees with respect.</p>
<p>You have the RIGHT to be treated as a unique individual with different needs, learning styles and abilities.</p>	<p>You have a RESPONSIBILITY to complete assignments to the best of your ability and to adapt to different teachers and teaching styles.</p>
<p>You have the RIGHT, along with your parents, to participate in decisions affecting your educational program</p>	<p>You and your parents have a RESPONSIBILITY to actively participate in conferences and meetings held on your behalf.</p>
<p>You have the RIGHT to a comprehensive curriculum.</p>	<p>You have a RESPONSIBILITY to take advantage of the curriculum</p>
<p>You have the RIGHT to expect a building environment that is safe, clean and comfortable.</p>	<p>You have a RESPONSIBILITY to do your part in maintaining the safety, cleanliness and comfort of that environment.</p>
<p>You have the RIGHT to attend classes where dedicated, caring teachers are well prepared to teach.</p>	<p>You have a RESPONSIBILITY to be well prepared to learn.</p>



SSPPS PHILOSOPHY REGARDING LEARNING AND DISCIPLINE

Optimum learning occurs in a positive, safe and secure environment. Students, parents/guardians, teachers, administrators and other school employees all share in the responsibility to ensure a positive climate for learning.

The school setting enables students to develop responsible behaviors and habits that will serve them now and later in life. Proper training in discipline should lead to self-control and respect for the law, authority, property and the rights of others.

While self-discipline is the ideal, it is understood that corrective measures will be required at times. When it becomes necessary to enforce the consequences of discipline violations as outlined in district policy, the consequences are enforced in a manner that respects the dignity of the student and promotes healthy and responsible behavior.

Discipline is a learning experience, not just a punishment. To that end, SSPPS believes discipline will serve to:

- Help the student learn a lesson that will positively affect present and future behavior;
- Help the student control and change behavior, and guide the student into adulthood;
- Help the student to grow intellectually and emotionally; and
- Enhance the student's self-confidence, self-worth and self-image.

ROLES AND RESPONSIBILITIES

Students

All students are held individually responsible for their behavior and for knowing and adhering to the Student Code of Conduct.

Parents or Legal Guardians

Parents and guardians are responsible for the behavior of their children as determined by law and community practice. They are expected to partner with school authorities and to participate regarding the behavior of their children.

Teachers

All teachers have responsibility for providing a well-planned teaching and learning environment and have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers will ensure acceptable student behavior. A teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Other School District Employees

All school district employees are responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior are as authorized and directed by the superintendent. A school employee or other agent of a school district may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

Principal and Assistant Principals

The school principal is given the responsibility, authority and sole discretion to formulate building rules necessary to enforce this policy, subject to superintendent review. The principal will give direction and support to all school employees performing their duties within the framework of this policy. The principal or designee will consult with parents of students conducting a manner contrary to the policy. The principal will also involve other professional employees in the behavior referrals and make use of those agencies appropriate for assisting students and parents. A principal may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

Superintendent

The superintendent will establish guidelines and directives to carry out this policy, hold all school employees, students and parents responsible for conforming to this policy, and support all school employees performing their duties within the framework of this policy. The superintendent will also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy would be submitted to the school board for information and attached as an appendix to this policy.

School Board

The school board holds all school employees responsible for the maintenance of order within the school district and supports all employees acting within the framework of the district's discipline policy.



OUR COMMITMENT TO ANTI-BULLYING

South St. Paul Public Schools believes that a safe and civil learning environment is needed to learn and attain high academic standards and to promote healthy human relationships. To address concerns raised by students, parents and staff about student behavior, bullying and harassment in SSPPS, an administrative workgroup continues to review and refine improvements of district efforts regarding anti-bullying and harassment, with a focus on enhancing and improving prevention, identification and response. The workgroup focuses on three key areas: updating instructional materials for all students; professional development for all staff; and updates to handbooks and websites to make it easier to understand, report and access resources.

POLICY 514- BULLYING PROHIBITION

The act of bullying, including cyber-bullying, is prohibited on school property, at school functions, or on district transportation.

- Bullying means intimidating, threatening or harming conduct which is objectively offensive, and
 - Creates an imbalance of power between engaging students
 - Substantially interferes with a student's ability to perform or participate
 - Is directed at any student based on race, ethnicity, color, religion, immigration status, sex, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status, disability, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA).
- Any person who believes they have been a target or victim of bullying will immediately report the alleged act to a building administrator or supervisor
- An employee with knowledge or belief of bullying conduct will immediately report the incident to a building administrator
- The district has a defined investigative process and will take disciplinary action as necessary
- Annually, the district will notify students, families and staff of this policy

RESPONSES TO VIOLATIONS OF STUDENT CODE OF CONDUCT

The SSP School Board has adopted Policy 506, which outlines the School Board's expectations for student behavior and a Student Code of Conduct outlining examples of unacceptable student behavior. A copy of Policy 506 is included in the Appendix to this handbook. This Student Rights & Responsibilities Handbook incorporates the expectations outlined in Policy 506 and provides information regarding how SSPPS administration enforces the provisions of Policy 506 as well as other behavior-related policies (i.e. policies on bullying, violence and harassment).

Students must follow the provisions of Policy 506 and this Rights and Responsibilities Handbook before, during, and after school. The expectations outlined in Policy 506 and this Rights and Responsibilities Handbook apply inside school buildings, on school grounds, and at school-related activities and events. Students must also follow these expectations on school buses or vans and at bus stops. An off-campus violation of these expectations may result in disciplinary action taken by SSPPS if the violation has a direct and immediate effect on school discipline or the general safety and welfare of students or if the violation is a continuation of or has a connection with misconduct that occurred on school grounds or at a school event.

The general practice of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in a discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district.



BEHAVIOR GUIDELINES, EXPECTATIONS AND CONSEQUENCES

Every student and employee of South St. Paul Public Schools is entitled to learn and work in a safe school environment. Parents/guardians, teachers, staff and administrators are expected to mutually support each other in efforts to help students exhibit responsible behavior within the school community as part of learning basic life skills. Students are taught ways to handle differences in a non-violent manner and are expected to use those methods to handle disputes or conflicts. Our desire is that every child that comes to our school has the right to feel safe and free to be who they are without feeling any more or less significant than any other student in school. The goal of discipline is to help a child become a self-disciplined individual, with mature attitudes and socially acceptable standards of conduct.

To ensure this safe environment, the district and each school have established clear student discipline policies, consequences appropriate to behaviors, and a practice to implement these guidelines fairly. Students are expected to behave in accordance with federal, state and local laws, district policies and guidelines, and in a way that respects the rights and safety of others. Known violations of federal, state and local laws will be reported to local law authorities.

The following are district-wide discipline guidelines. These guidelines and the potential consequences apply any time a student is present on district property, participating in a school-sponsored activity, or traveling in a district vehicle. These guidelines and the potential consequences also apply to student behavior that has a connection to school property or the student's status as a district student. Student conduct that occurs off-campus, but has a connection to the school environment, may form the basis for school discipline. This specifically includes activities that occur off-campus over the internet, on social media, or through other communications. Listed are the violations and the recommended consequences; although all determinations will be made on a case-by-case basis. Minnesota State High School League consequences may also apply in accordance with its rules and district policy.

A student who accumulates excess violations of these disciplinary guidelines or for serious behavior may be disciplined in light of the student's overall record. The student and parent/guardian will have a conference with the principal and/or other(s) to make them aware that the student is accumulating excessive infractions. Any student who has been suspended for violations of the guidelines may be recommended for expulsion upon their return if they commit additional offenses of the same nature.

The general practice of the district regarding disciplinary action is to use a progressive and restorative form of discipline to the extent that is reasonable and possible based on the determined facts and situation of the student misconduct. The specific form of discipline utilized is at the discretion of the building principal. At a minimum, violation of district rules, regulations, policies or procedures will result in a discussion of the infraction, verbal warning by school administration, and some restorative action by the student. Note that infractions and consequences may also be modified or disregarded if circumstances require mitigation or exception (e.g., student whose misbehavior is related to their disability). These discipline guidelines are based on school policies, located on the district's website at www.sspps.org/policies.

BEHAVIOR DEFINITIONS AND CONSEQUENCES

*It is the general policy of the school district to utilize progressive discipline to the extent reasonable. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. The school district shall, however, impose more severe disciplinary sanctions for a violation, including suspension or expulsion, if warranted by the student's misconduct. **The following consequences provide a guideline for violations of school rules and policies. Additionally, each situation is reviewed on a case-by-case basis, taking into account the student's age or developmental ability, and where appropriate, restitution or restorative practices are employed to help students learn and grow from their mistakes.***



Abusive Language, Verbal Abuse- Abusive language consists of verbal abuse directed at a specific person, such as a teacher, staff member or classmate. Verbal abuse is the improper or excessive use of language to humiliate someone, to undermine someone’s dignity, or to undermine someone’s authority. Profanity and insults specifically directed at an individual are considered a form of verbal abuse.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; possible removal from class; conference with parent; up to 3 days suspension			
Grades 6-12	Meet with team (admin, counselor, parent); notify teachers; possible removal from class; detention; up to 3 days suspension; notification of police.	Meet with team (admin, counselor, parent); notify teachers; up to 5 days suspension, notification of police.	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; notification of police; possible recommendation of expulsion	TBD

**Restitution or restorative practices applied when appropriate.*

Arson – Arson is the unauthorized, intentional burning of one’s own property or someone else’s property.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension, notify police; possible recommendation of expulsion	TBD		

**Restitution or restorative practices applied when appropriate.*

Attendance, Tardiness, Truancy – In addition to the compulsory attendance mandate of state law, the school board recognizes and emphasizes the intrinsic value of attendance each school day by each student. It enables every student to profit to the maximum degree from the enhanced learning environment that full attendance promotes.

Compulsory attendance policies for students under the age of 17 years will be applied in cases of chronic absence or tardiness. Parental notification will occur when a student is determined to be truant by the school. A student under the age of 17 years with seven or more unexcused absences may be referred to appropriate services.

Attendance disciplinary action is outlined in the district’s attendance policy (Policy 503).

Furthermore, all students are expected to be on time for class. A student is tardy when they are not present in class and prepared to receive instruction at the scheduled start time of the class. Elementary students may be considered tardy if they are not on time for school at the beginning of the school day.



GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Conversation with teacher; Office communication with Parent (verbal/letter), Attendance improvement plan			
Grades 6-8	Parent call with Administrator	Possible attendance contract; team meeting	TBD	
Grades 9-12	Meet with office	Team meeting	Possible removal from class; Detention (Lunch)	TBD

*Restitution or restorative practices applied when appropriate.

Bullying – Per Policy 514 and Minn. Stat. §121A.031, bullying means intimidating, threatening, abusive or harming conduct that is objectively offensive and

1. There is an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, 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.

“Intimidating, threatening, abusive, or harming conduct” includes, but is not limited to, conduct that:

1. 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;
2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. 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, gender, age, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity or expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (“MHRA”). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

The term, “bullying,” specifically includes **Cyberbullying** - 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 website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

To report an incident of bullying, students and/or families should contact their building administrator.



GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Documentation of incident; office referral; investigation; conference with parent; up to 5-day suspension			
Grades 6-12	Documentation of incident; investigation; student behavior contract; meet with team (counselor/admin, parent); notify teachers; up to 3 days suspension; notification of police.	Documentation of incident; investigation; revise behavior contract; meet with team (counselor/admin, parent); up to 5 days suspension; notification of police	Documentation of incident; investigation; revise behavior contract; meet with team (counselor/admin, parent); up to 10 days suspension; possible recommendation of expulsion	TBD

**Restitution or restorative practices applied when appropriate.*

Cheating, Plagiarism—Students are expected to do their own work and to provide proper citations and attributions when their work references materials created by others. Cheating occurs when a student represents another individual’s work as their own, obtains data or answers through acts of deception or dishonesty, or uses tools or resources that are not authorized by a teacher when completing an assignment. Plagiarism involves copying the work of others or copying portions of books, magazines, research materials, or Internet sources without using proper citations or attributions. Cheating and plagiarism also could involve distributing academic materials or other information to other students, either hand-to-hand or through the use of technology, to facilitate cheating or plagiarism.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Documentation by teacher; redo assignment/test; receive zero on assignment; phone call home by teacher;	Documentation by teacher; redo assignment/test; administration intervention; parent, student, teacher meeting; removal from class; detention	Documentation by teacher; redo assignment/test; administration intervention; parent, student, teacher meeting; removal from class; detention; up to 3 days suspension	Documentation by teacher; redo assignment/test; administration intervention; parent, student, teacher meeting; removal from class; detention; up to 5 days suspension

**Restitution or restorative practices applied when appropriate.*

Discrimination – School Board Policy 102 states that the purpose of the policy is to ensure that an equal educational opportunity is provided for all students. To that end, SSPPS prohibits students from engaging in acts of discrimination on the basis of race, color, creed, religion, national origin, sex, gender, marital status, parental status, status with regard to public assistance, disability, sexual orientation including gender identity and expression, or age.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Document incident; meet with team (counselor, admin, parent); up to 3 days suspension; notify police	Document incident; meet with team (counselor, admin, parent); up to 5 days suspension; notify police	Document incident; meet with team (counselor, admin, parent); up to 10 days suspension; notify police	TBD

**Restitution or restorative practices applied when appropriate.*



Dishonesty – Students are expected to tell the truth. A student is dishonest when they do not tell the truth or provides information that is misleading.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Conversation; classroom consequence; possible office referral; removal from class; conference with parent			
Grades 6-12	Conversation; team meeting (teacher, parent); possible behavior plan; removal from class; detention; up to 3 days suspension	Team meeting (teacher, parent); revise behavior plan; removal from class; detention; up to 5 days suspension	TBD	

**Restitution or restorative practices applied when appropriate.*

Face Covering and Other Personal Protective Equipment - The COVID-19 pandemic has impacted and changed our lives in countless ways. As the pandemic continues to change and evolve, we can't be certain today what school may look like throughout the 2021-22 school year. During the development of this handbook, there were no face covering/other personal protective equipment mandates in place from the Minnesota Department of Health (MDH) and the Minnesota Department of Education (MDE) and thus are not reflected in this handbook. However, South St. Paul Public Schools reserves the right to adopt and implement a face covering and other personal protective equipment policy at any time throughout the school year if state guidance for school districts changes. If said policy is adopted and implemented, the Student Rights and Responsibilities Handbook will be updated accordingly.

Failure to Follow Instructions – Students are expected to follow the instruction of all SSPPS personnel, regardless of whether employed by SSPPS directly or through a contractor, and volunteers.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Conversation; classroom consequence; possible office referral; removal from class; conference with parent; up to 3 days suspension			
Grades 6-12	Conversation; team meeting (teacher, parent); possible behavior plan; removal from class; detention; up to 3 days suspension	Team meeting (teacher, parent); revise behavior plan; removal from class; detention; up to 5 days suspension	TBD	

**Restitution or restorative practices applied when appropriate.*

Fighting, Assault, Physical Aggression – It is the policy of the school district to maintain a learning environment that is safe and free from fear and violence. Fighting is defined as intentionally hitting, kicking, punching, pushing, shoving, or tripping another individual who is a mutual combatant in a physical altercation involving two or more people. Fighting is distinguishable from physical aggression because physical aggression does not involve a mutual combatant. School district administrators possess the discretion to determine what conduct constitutes a “fight” or an “assault.”

Physical aggression is defined as hitting, kicking, pushing, shoving, tripping, and other similar acts of physical conduct carried out with an intent to cause harm to another individual. Physical aggression does not include conduct that falls within the definition of horseplay, play fighting, or fighting.



GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; removal from class; up to 5 days suspension; notification of police if medical attention needed			
Grades 6-8	Meet with team (admin, counselor, parent); notify teachers; up to 3 days suspension; notify police	Meet with team (admin, counselor, parent); notify teachers; up to 5 days suspension; notify police	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; notify police, possible recommendation of expulsion	TBD
Grades 9-12 (student to student)	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; notify police; possible recommendation of expulsion	TBD		
Grades 9-12 (student to staff)	Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; notify police; possible recommendation of expulsion	TBD		

*Restitution or restorative practices applied when appropriate.

Grooming, Dress – Students are expected to dress appropriately for school activities and in keeping with the needs of the learning environment as defined in School Board Policy 504. This is a joint responsibility of the student and the student’s parent(s) or guardian(s). The following are considered inappropriate:

- Apparel that can be hazardous to them or present a health problem
- Apparel or footwear that can damage school property
- Apparel that includes words or visuals that are lewd, obscene, disruptive, or discriminatory or advertise drugs, alcohol or tobacco; or any products or activities that are illegal for use by minors.
- Apparel that includes objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals as defined in Policy 413 are prohibited.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Student will be required to change or cover inappropriate material; parent contact	Student will be required to change; meet with team (counselor, admin); notify teachers; removal from class; detention; up to 1 day suspension;	Meet with team (counselor, admin, teachers); up to 3 days suspension	Meet with team (counselor, admin, teachers); up to 5 days suspension

*Restitution or restorative practices applied when appropriate.



Harassment – School Board Policy 413 prohibits acts of harassment and violence on the basis of race, color, creed, religion, national origin, sex, sexual orientation including gender identity and expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Policy 413 generally defines harassment as behavior that consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, sexual orientation including gender identity and expression, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability 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.

Policy 413 prohibits violence in the form of a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation including gender identity and expression, or disability.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Documentation of incident; office referral; investigation; conference with parent; up to 5-day suspension			
Grades 6-8	Documentation of incident; investigation; behavior contract; meet with team (counselor/admin, parent); notify teachers; notify police; up to 3 days suspension	Documentation of incident; revise behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 5 days suspension	Documentation of incident; revise behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 10 days suspension; possible recommendation of expulsion	TBD
Grades 9-12	Documentation of incident; behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 5 days suspension	Documentation of incident; revise behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 10 days suspension; possible recommendation of expulsion	TBD	

*Restitution or restorative practices applied when appropriate.

Hazardous and Nuisance Objects — Hazardous and nuisance objects as judged by teachers or administration are prohibited from school property and school-sponsored events. The following are examples of prohibited items: toys, skateboards, rollerblades/roller-wheel objects, laser pointers, lighters, perfumes, and body sprays. The administration reserves the right to examine district property and the person. The school district assumes no responsibility for finding or protecting items mentioned above.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Verbal warning; confiscation; parent notification; confiscation; meet with team (counselor, admin, teacher)			
Grades 6-12	Verbal warning, discussion; confiscation; parent notification	Confiscation; parent notification; meet with team (counselor, admin, teachers); removal from class; detention	Confiscation; parent notification; meet with team (counselor, admin, teachers); removal from class; detention	Confiscation; parent notification; meet with team (counselor, admin, teachers); removal from class; detention; morning check-in

*Restitution or restorative practices applied when appropriate.



Hazing - School Board Policy 526 specifically addresses hazing. Hazing is defined as 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 school-related purpose. The term hazing includes, but is not limited to:

1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body;
2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
3. 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;
4. Any activity 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; and
5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of SSPPS policies or regulations.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; up to 5 days suspension; notification of police if medical attention needed			
Grades 6-12	Documentation of incident; behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 5 days suspension	Documentation of incident; revise behavior contract; meet with team (counselor, admin, teachers, parent); notify police; up to 10 days suspension; possible recommendation of expulsion	TBD	

**Restitution or restorative practices applied when appropriate.*

Horseplay and Play Fighting – Horseplay and play fighting involves no intent to harm. Behaviors include, but are not limited to, the following: (1) pretending to hit, punch, kick, or otherwise make physical contact with another individual; (2) pranks; (3) rough or boisterous play involving physical contact; and (4) running in the building.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; removal from class; conference with parent; up to 3 days suspension			
Grades 6-12	Conversation; meet with team (teacher, parent); possible behavior plan; removal from class; detention; up to 3 days suspension	Conversation; meet with team (teacher, counselor/admin, parent); behavior plan revision; removal from class; detention; up to 5 days suspension	TBD	

**Restitution or restorative practices applied when appropriate.*



Illegal Conduct – Any violation of local, state, or federal law.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Conversation; parent conference; up to 3 day suspension; meet with team (admin, counselor, parent, police liaison)	Parent conference; up to 5 day suspension; meet with team (admin, counselor, parent, police liaison)	Up to 5 days suspension; possible recommendation for expulsion	TBD

*Restitution or restorative practices applied when appropriate.

Inappropriate Language – Students are expected to use language that is appropriate in an educational setting. The use of inappropriate language includes language when not directed at a specific person and involves profanity, general sexual connotations or innuendo, put-downs to a particular group of people, or is otherwise not appropriate for a school setting. Isolated references to alcohol, drug and tobacco use, or other illegal behavior, will be inappropriate language, unless the references are made for an educational purpose in connection with an assignment from a classroom teacher.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; conference with parent; up to 3 days suspension			
Grades 6-12	Parent notification; detention, up to 3 days suspension	Parent notification; meet with team (teacher, counselor/admin; parent); removal from class; detention, up to 5 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Inappropriate Physical Contact with Another Person – Students are expected to keep their hands to themselves. Intentionally touching or making physical contact with another individual, without that individual’s permission, is not allowed.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; conference with parent; up to 3 days suspension; possible notification of police			
Grades 6-12	Meet with team (counselor, admin, parent); notify teachers; up to 3 day suspension, notify police	Meet with team (counselor, admin, parent); notify teachers; up to 5 day suspension, notify police	Meet with team (counselor, admin, teachers; parent); up to 10 day suspension, notify police; possible recommendation of expulsion	TBD

*Restitution or restorative practices applied when appropriate.



Leaving Class without Permission – Students are expected to be in class until they are excused, and may not leave class before the end of a class period without permission.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; possible office referral; conference with parent; up to 3 days suspension			
Grades 6-12	Parent notification; detention	Parent notification; detention	Parent notification; detention; meet with team (teacher, counselor/admin, parent)	TBD

*Restitution or restorative practices applied when appropriate.

Microaggressions - The verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership, often about race.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; office referral; aren't notification/conference, removal from class; up to 3 days suspension, or refer to consequences for Bullying or Harassment if applicable.			
Grades 6-12	Classroom consequence; Parent notification;* office referral; removal from class; behavior plan	Parent notification;* Revise behavior plan; Refer to Consequences for Abusive Language/Verbal Abuse, or Bullying, or Harassment if applicable	Refer to Consequences for Bullying or Harassment if applicable.	TBD

Restitution or restorative practices applied when appropriate to stop, diminish, deflect, or put an end to the harmful act; (1) educate the perpetrator; (2) validate and support the targets; (3) act as an ally; (4) seek social support; (5) enlist outside authority or institutional intervention; or (6) achieve any combination of these objectives.

Misuse of Property – Students are expected to be respectful of all property. Misuse of property occurs when a student uses property without permission or uses property in a way that is inconsistent with the intended use of the property.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; confiscation of item; conference with parent; removal from class; up to 5 days suspension; possible notification of police			
Grades 6-12	Confiscation of item; parent notification; removal from class; detention; up to 3 days suspension	Confiscation of item; parent notification; removal from class; detention; up to 5 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.



Misuse of Technology Acceptable Use Policy – The use of the school district computer system and access to the internet is a privilege, not a right. Students are expected to utilize technology in a manner that is consistent with the educational mission of SSPPS. District Policy 536 outlines SSPPS’s expectations for student use of technology, to include the use of all electronic devices (e.g. cell phones, smartphones, smartwatches, etc.). All students are expected to act in accordance with this policy. Misuse of technology includes conduct resulting in harm or potential harm to the student, another individual, or another individual’s property. Students should be aware that misconduct involving the misuse of technology may also meet the definitions of other offenses outlined in this handbook (e.g., cheating or plagiarism, cyberbullying, harassment or discrimination).

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence; confiscation; office referral; parent notification; loss of other technology privileges			
Grades 6-12	Confiscation; parent notification	Confiscation; parent notification; removal from class; detention; meet with team (counselor, admin, teachers)	Confiscation; parent notification; removal from class; detention; meet with team (counselor, admin, teachers); loss of other technology privileges	Confiscation; parent notification; removal from class; detention; meet with team (counselor, admin, teachers); morning check-in

*Restitution or restorative practices applied when appropriate.

Ordering Food – Ordering of food from an outside vendor/restaurant for delivery during the school day.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Confiscation; parent notification	Confiscation; parent notification, removal from class; detention	Confiscation; parent notification, removal from class; detention	TBD

*Restitution or restorative practices applied when appropriate.

Photographic or Recording Device Misuse —Any photographic, video image or audio recording taken of a teacher or student during the instructional day without the consent of the individual(s). Any photographic or movie image taken of a teacher or other students during the instructional day cannot be published or posted on a public forum (e.g., YouTube, Facebook, Twitter, Instagram, Snapchat, etc.) without the written consent of each individual. District Policy 514 states posting or sending images without permission is a violation and could be considered Cyberbullying.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Confiscation of device; parent notification	Confiscation of device; parent conference; hold device for one day	Confiscation of device; parent conference; parent must pick-up device.	TBD

*Restitution or restorative practices applied when appropriate.



Possession of Alcohol, Chemicals, Prescription, Over the Counter (OTC) products—The possession, use, purchase, intent to purchase, or the sale, distribution, and/or transmission (including giving away) or intent to sell, distribute or give away controlled substances, including but not limited to, any narcotic drug, inhalant, hallucinogenic drug, toxic or mood-altering substances, intoxicating beverage, tobacco (including e-cigarettes, pipes, etc.), any paraphernalia associated with controlled substances, and the unauthorized use of prescription drugs is strictly prohibited on school property, on the school bus, or at any school-sponsored extracurricular activity or event.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; confiscation of item; conference with parent; up to 5-day suspension; possible notification of police			
Grades 6-12				
POSSESSION/USE of Tobacco (including e-cigarettes, e-cigars, e-pipes, paraphernalia)	Confiscation; up to 3 days suspension; notify police	Confiscation; up to 3 days suspension; notify police	Confiscation; up to 5 days suspension; notify police	TBD
POSSESSION/USE of Alcohol, Chemical, Prescription, OTC	Confiscation; up to 10 days suspension; notify police; possible MSHSL consequences	Confiscation; up to 10 days suspension; notify police; possible recommendation for expulsion	TBD	
SALE/DISTRIBUTION of Alcohol, Chemical, Prescription, OTC	Confiscation; 10 day suspension; notify police; recommendation for expulsion	TBD		

*Restitution or restorative practices applied when appropriate.

Possession of Weapons, Explosives, Incendiary Devices, or Combustible Substances – School Board Policy 501 prohibits students from possessing, using, or distributing weapons. In order to assure a safe school environment for students, staff and the public, no student or non-student, including adults and visitors, shall possess, use or distribute a weapon in a school location. A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm whether loaded or unloaded; air guns; pellet guns; BB guns; rifles, pistols, all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; any combustible or flammable liquid; explosives; fireworks; tear gas, mace and other propellants; stun guns; ammunition; poisons; chains; arrows; objects that may have been modified to serve as a weapon and look-alike weapons.

No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon. No person shall use articles designed for other purposes (i.e., lasers or laser pointers, belts, combs, pencils, files scissors, etc.), to inflict bodily harm and/or intimidate and such use will be treated as the possession of a weapon.

“School Location” includes a school building, school grounds, school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, and all school-related functions. “Possession” means having a weapon on one person or in an area subject to one’s control in a school location. A student who finds a weapon on the way to school or in the school building, or a student who discovers that they accidentally have a weapon in their possession, and takes the weapon immediately to the Principal’s Office shall not be considered to possess a weapon.



GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Confiscation of item; office referral; conference with parent; up to 5 days suspension; notification of police			
Grades 6-12	Confiscation of item; parent notification; out of school suspension; notify police; recommendation for expulsion	TBD		

*Restitution or restorative practices applied when appropriate.

Property Damage, Vandalism – Property damage is a violation when it involves the intentional damage, destruction, vandalism, or breaking of another individual’s property or SSPPS property. For example, property damage includes intentional acts such as damaging or destroying textbooks and other school equipment, using technology to download or deploy unauthorized or malicious software, spray painting surfaces, acts of vandalism, and damaging or destroying the property of another student.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Confiscation of item; office referral; conference with parent; up to 5 days suspension; possible notification of police			
Grades 6-12	Restitution; up to 10 days suspension; notify police	Restitution; up to 10 days suspension; notify police; recommendation for expulsion	TBD	

*Restitution or restorative practices applied when appropriate.

Sexual Assault – Sexual assault is any type of sexual contact or behavior that occurs without the explicit consent of the individual who is the recipient of the contact or behavior.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; up to 5 days suspension; notify police			
Grades 6-12	Meet with team (admin, counselor, parent); notify teachers; up to 3 day suspension; notify police	Meet with team (admin, counselor, parent); notify teachers; up to 5 day suspension; notify police	Meet with team (admin, counselor, paren, teachers); up to 10 day suspension; notify police; possible recommendation of expulsion	TBD

*Restitution or restorative practices applied when appropriate.

Sexual Misconduct – Sexual misconduct includes verbal attempts to initiate sexual contact with another person and any form of touching of a sexual nature, with or without consent of the other party. Sexual misconduct also includes exchanging pornographic, obscene, or otherwise sexually suggestive photographs or messages with another person, including behavior commonly referred to as “sexting.” Pornographic material or pornography is defined as material (such as writings, photographs, or videos) depicting sexual activity or erotic behavior in a way that is designed to arouse sexual excitement.



GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; removal from class; up to 5 days suspension; notify police			
Grades 6-12	Meet with team (admin, counselor, parent); notify teachers; removal from class; detention; up to 3 day suspension; notify police	Meet with team (admin, counselor, parent); notify teachers; removal from class; detention; up to 5 day suspension; notify police	Meet with team (admin, counselor, parent, teacher); removal from class; detention; up to 10 day suspension; notify police; possible recommendation for expulsion	TBD

*Restitution or restorative practices applied when appropriate.

Substantial Interruption to the Learning Environment – A substantial interruption to the learning environment occurs when a student engages in behavior that interferes with the learning environment in a school building to the degree that SSPPS personnel are unable to deliver instruction to other students. Students do not have the right to interfere with other students’ right to receive an education. If a teacher or other personnel makes an office referral for a substantial interruption to the learning environment, they must describe to building administration the specific interventions that were attempted before the student’s behavior was determined to cause a substantial interruption. If the teacher or personnel did not attempt an intervention, they must describe to building administration why it was determined an intervention would not be successful.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Classroom consequence, office referral; conference with parent; up to 3 days suspension			
Grades 6-12	Conversation; meeting with team (parent, teacher); possible behavior plan; removal from class; detention; up to 3 days suspension	Conversation; meeting with team (admin/counselor, parent, teacher); revise behavior plan; removal from class; detention; up to 5 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Theft – Theft is the taking of another person’s property with the intent to deprive the owner of the property. For purposes of this student handbook, theft includes extortion. Extortion is the act of obtaining something through threats of force or coercion.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; up to 5 days suspension; possible notification of police			
Grades 6-12	Restitution; up to 3 days suspension; notify police	Restitution; up to 5 days suspension; notify police	Restitution; up to 10 days suspension; notify police; possible recommendation for expulsion	TBD

*Restitution or restorative practices applied when appropriate.



Threat of Violence – Threats of violence are either direct or indirect threats to commit an act of violence for the purpose of causing serious inconvenience or disruption in the school environment or to cause the evacuation of a school building, event, or vehicle. A bomb threat or school shooting is an example of a threat of violence

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Parent notification; detention, up to 3 days suspension; possible recommendation for expulsion	Meet with team (counselor, admin, parent); detention, up to 5 days suspension; possible recommendation for expulsion	TBD	

*Restitution or restorative practices applied when appropriate.

Trespassing – Students must stay in designated areas of the school to which they have been assigned. Students must have permission from a building administrator or must be escorted by a parent, guardian, caregiver, or emergency contact person if they enter a building other than their school. Trespassing includes breaking and entering into locked or private areas, such as other students’ lockers, administrative office areas, and supply cabinets.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-5	Office referral; investigation; documentation; conference with parent; up to 5 days suspension; possible notification to police			
Grades 6-12	Conversation; parent notification; removal from class; detention; 1 day suspension	Parent notification; up to 3 days suspension	TBD	

*Restitution or restorative practices applied when appropriate.

Violation of Closed Campus – Leaving during school hours without prior approval.

GRADE	POTENTIAL CONSEQUENCES*			
	1st Offense	2nd Offense	3rd Offense	4th Offense
Grades K-12	Conversation; parent notification; removal from class; detention; possible loss of parking privileges (if applicable)	Parent notification; removal from class; detention; possible loss of parking privileges (if applicable)	Parent notification; up to 3 days suspension	TBD

*Restitution or restorative practices applied when appropriate.

Unique Situations - Misconduct that occurs which is not covered by the infractions and guidelines above will be handled on a case-by-case basis. Behaviors that are willful and disruptive or potentially harmful may be subject to disciplinary action regardless of whether the specific behavior is defined above. Unique or special situations at a particular school may call for an adjustment in the discipline policies to meet the needs of the school and/or district.



DISCIPLINE GUIDELINES FOR SPECIAL EDUCATION STUDENTS

In accordance with state and federal law, the following provides guidelines for discipline consequences for students identified as special education.

	IEP Team Required	¹ Manifestation Determination	² Functional Behavioral Assessment Plan Required	Alternative Education Services Required
Student removed for one school day or less	NO*	NO*	NO*	NO*
Student suspended for less than five consecutive school days or less	NO*	NO*	NO*	NO*
Student suspended for six OR MORE consecutive school days	YES	NO*	NO*	YES
Student removed for 10 cumulative days or less in a school year or more	NO*	NO*	NO*	NO*
Student removed for 11 cumulative days in a school year or more	YES	YES	YES	YES
Student placed on in-school suspension	NO**	NO**	NO**	NO**
Student suspended from the bus	DEPENDS**	DEPENDS**	DEPENDS**	DEPENDS**

* Unless the student has been removed 11 or more cumulative days in a school year. (Minn. Stat. §121A.43(a))

** In-school suspension is not considered a day of suspension for a student with a disability as long as the student continues to receive regular and special education services during the in-school suspension.

*** If bus transportation is part of the student's IEP, a bus suspension would be treated as a removal unless the school provides transportation in some other way, because that transportation is necessary for the student to obtain access To the location where all other services will be delivered. If bus transportation is not a part of the student's IEP, a bus suspension typically would not be a removal.

1 "Manifestation Determination" is a process to determine if a student's behavior problem was or was not a manifestation of the student's disability

2 A "Functional Behavioral Assessment" is a process for gathering information to understand the structure and function of a student's behavior(s) in order to develop an effective and efficient behavioral support plan that teaches and encourages alternative behaviors



STUDENT BUS RIDER RESPONSIBILITIES

This year, due to the pandemic, we are closely working with our transportation providers to follow the most up-to-date guidance from the CDC, MDH, and local health officials. Additionally:

- Students who use district transportation will wear face covering onto the school bus and will be expected to follow the safety procedures communicated by the bus drivers.
- Busing capacity will be limited to 50 percent.
- Students will be loaded back-to-front, and unloaded front-to-back, and students may have assigned seats.
- Hand sanitizer will be available on all buses.
- The buses will be thoroughly cleaned on a nightly basis. Common touch surfaces (handrails, tops of seats, etc.) will be cleaned between all routes.
- Bus riders will be limited to one student per seat. Siblings will be allowed to sit together.
- Eligible students will be required to register for transportation services.
- Special Education transportation will follow safety and social distancing protocol.

South St. Paul Public Schools is committed to providing a safe and enjoyable riding experience for its bus riders. Parents or guardians are responsible for the safety of their student(s) until they are on the school bus. The district's student bus rider responsibilities section has been established by the district. Please review this information and discuss it with your child(ren). This information is being provided so that your child(ren) will clearly understand bus behavior expectations.

Riding the school bus or school van is a privilege, not a right that can be revoked if a student chooses not to comply with the rules for bus riders. The school district's general student behavior rules are in effect for all students on school buses. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation department. Serious misconduct may be reported to local law enforcement.

STUDENT BUS RIDER RESPONSIBILITIES

The district's goal is to provide safe and enjoyable transportation for our students. This occurs when we work in cooperation with students, parents, teachers and drivers. Students are expected to ride their assigned bus everyday, and be picked up and dropped off at their assigned bus stop, unless alternative plans are approved by administration. All students who ride the bus are expected to follow and observe the school district's safety rules, as well as those of the bus driver. Students who do not follow rules will be subject to suspension of bus-riding privileges as designated in the policy below. For the safety of all riders, please review the following rider responsibilities with your child(ren) before the school year begins.

Going to the Bus Stop

- Use sidewalks where provided.
- If there are no sidewalks, walk single file on the left shoulder of the street facing traffic.
- Cross streets only at corners.
- Use a direct route, but avoid crossing yards or empty lots.
- Arrive at your bus stop no more than five minutes before the scheduled stop. The bus driver cannot wait for late students.
- Be aware of suspicious individuals on foot or in motor vehicles. Report these persons to your bus driver or school principal. Even if you have missed the bus, do not accept rides from strangers.

Waiting at the Bus Stop

- Wait away from the traffic. Stay at least five feet off the road or street.
- Respect the property of others while waiting at the bus stop. Do not pick flowers, disturb shrubs, throw stones or snowballs, litter, etc.
- Use appropriate language at all times.



- Respect other students by not pushing, shoving or fighting.
- Stay back from the street until the bus is actually stopped. A push at the middle or end of the line can send the front person into the bus or under its wheels.
- Older students should be helpful to younger ones.
- The district's student behavior policies, guidelines, and rules are enforceable while a student waits at the bus stop.

Boarding the Bus

- Wait until the bus has stopped and the door is opened before starting to board.
- Board the bus single file.
- Continue to show respect for others by not pushing or shoving.
- Use the handrail to keep from slipping, falling, or tripping.
- Greet the bus driver.
- Move directly to your seat and sit down.
- Put large items (e.g. musical instrument, packages) in seat area or under the seat, but not in the aisle.

Riding on the Bus

- Follow directions of the driver.
- Stay in your seat.
- Keep all parts of your body in the bus.
- No pushing, shoving, cutting in, fighting at any time.
- No eating, drinking, smoking, or spitting.
- No loud talking, horseplay, throwing things, or inappropriate language.

Getting off the Bus

- Wait for the bus to be completely stopped and the door to be opened before standing up.
- Stay respectful of others – no shoving or pushing.
- Walk five big steps away from the bus, turn and look at the bus driver.
- Wait until the bus is at least a half a block away before proceeding home.
- Do not go in back of or underneath the bus for any reason.

Consequences for Misbehavior on the Bus

If a student chooses to break a rule, the following consequences are applied:

1st incident	Verbal warning
2nd incident	Bus conduct report is issued. Parents contacted via phone or email and letter sent home. Letter must be signed and returned. Possible consequences include apology, assigned seat or suspension from riding the bus.
3rd incident	A second bus conduct report is issued and a one to three day suspension from riding the bus is applied.
4th incident	A third bus conduct report is issued and five-day suspension from riding the bus is applied.
5th incident	A fourth bus conduct report is issued and permanent removal from bus privileges may be applied, which includes all school activities.

The following inappropriate behavior will result in **automatic suspension of transportation privileges**:

- Physical harm to another student
- Property damage
- Physical harm or threat of physical harm to driver (may result in arrest)
- Refusal to obey driver or verbal abuse of driver
- Disruption; which creates a safety hazard
- Possession of any dangerous weapon



STUDENT USE OF PERSONAL ELECTRONIC DEVICES (E.G.CELL PHONES)

South St. Paul Public Schools believes the use of personal electronic devices is a privilege and can be an acceptable communication and educational tool that requires responsible use by all students. Use of electronic devices including, but not limited to, cellular phones, smartphones and smartwatches, digital cameras, laptop computers, tablets and other personal electronic devices capable of transmitting data or images during instructional time **may be allowed with explicit permission from the instructor.**

STUDENT RESPONSIBILITIES FOR PERSONAL ELECTRONIC DEVICE

Students who have abused any privilege with such devices will be asked to put them away, and the items are subject to confiscation. Repeated offense will result in confiscation of the device for a period of time and/or other building level consequences. Refusal to comply with a request constitutes insubordination, which will result in additional disciplinary consequences. Students should be aware that misconduct involving the misuse of technology may also meet the definitions of other offenses outlined in this handbook (e.g., cheating or plagiarism, cyberbullying, harassment or discrimination).

In addition, SSPPS is not responsible for lost or stolen property. Personal property includes personal electronic devices. All property should be clearly identified or labeled. Articles are much more likely to be returned to the proper person if they are marked clearly.

EXPECTATIONS OF USE

GRADE	EXPECTATIONS	POTENTIAL CONSEQUENCES
K-8	<p><i>Use of personal electronic devices is reserved for use during instructional time only and is forbidden in all other settings of the school grounds.</i></p> <ul style="list-style-type: none"> • Students are required to turn off all devices when entering the building. • Students may turn the devices back on again when exiting the building, unless otherwise instructed by a staff member. • Uses of these devices in the classroom without permission from the instructor are subject to the consequences listed. <p><i>Parents are asked to not disrupt the school environment by contacting their children via their cell phone and should instead contact the school's main office to leave their child a message.</i></p> <ul style="list-style-type: none"> • Students are not allowed to contact parents during the school day using their personal device. • Students must ask permission to contact parents and will use a school phone when given permission by school personnel. 	<ul style="list-style-type: none"> • Verbal warning • Confiscation • Classroom consequences • Parent notification • Removal from class • Detention • Team meeting (teacher, parent, counselor, admin) • Morning check-in • Loss of other technology privileges
9-12	<p><i>Use of personal devices is subject to teacher discretion.</i></p> <ul style="list-style-type: none"> • Use of personal electronic devices is a right, not a privilege. • Students are discouraged from using personal electronic devices during the school day unless for instructional use. • Misuse of devices in the classroom or at other times during the school day are subject to the consequences listed. <p><i>Parents are asked to not disrupt the school environment by contacting their children via their cell phone during class.</i></p>	<ul style="list-style-type: none"> • Verbal warning • Confiscation • Classroom consequences • Parent notification • Removal from class • Detention • Team meeting (teacher, parent, counselor, admin) • Morning check-in • Loss of other technology privileges



FREQUENTLY ASKED QUESTIONS

1. WHAT IS THE ROLE OF A SCHOOL RESOURCE OFFICER?

School resource officers are not SSPPS employees. SSPPS expects school resource officers to demonstrate professionalism at all times and to act as a positive role model for students. Their role in the school setting is outlined in a contract between SSPPS and the City of South St. Paul. The primary role of a school resource officer is to deter and address criminal activity on school property and at school-sponsored events and activities. School resource officers are not involved in determining student discipline and they are not involved in addressing student misconduct that does not involve suspected criminal conduct.

SSPPS staff will consult with school resource officers to the extent necessary to report any potential criminal activity at school or a school-sponsored event or activity. In addition, SSPPS staff will consult with school resource officers to the extent necessary to comply with mandatory reporting obligations, such as the obligation to report suspected maltreatment of minors under Minn. Stat. § 626.556. To the extent permitted by State and Federal law, SSPPS staff may also disclose information to law enforcement in emergency situations where law enforcement's knowledge of the information is necessary to protect the health and safety of a student or other individuals.

2. HOW DOES SSPPS ADDRESS ATTENDANCE ISSUES?

District Policy 503 generally outlines SSPPS's expectations with respect to student attendance. Policy 503 can be found in its entirety on the school district website. As noted above, isolated instances in which a student is tardy will be handled at the classroom level. Repeated tardiness may warrant an office referral. Unexcused absences are otherwise addressed in the behavior and consequences section of this handbook in accordance with specific statutory provisions related to compulsory school attendance (Minn. Stat. §120A.22).

3. HOW DOES SSPPS TREAT BEHAVIOR IN SCHOOL PARKING LOTS?

School parking lots are considered school grounds for purposes of implementing SSPPS discipline policies and procedures. The same behavioral expectations that apply in school buildings apply in school parking lots. Parking on school grounds is a privilege, not a right. Students only may park in areas that are designated for student parking. In addition to the behavioral consequences outlined in this Handbook, a student who engages in misconduct in a SSPPS parking lot may have their parking privileges suspended or revoked. If a student parks in an unauthorized area or if an unauthorized vehicle is parked in a SSPPS parking lot, SSPPS may move the vehicle, require the owner to move the vehicle, or have the vehicle removed from SSPPS property and towed to a location off SSPPS grounds at the owner's expense. Student vehicles parked on SSPPS property may be subject to a search if SSPPS personnel have a reasonable suspicion that the search will uncover evidence of illegal conduct or a violation of SSPPS rules and policies. Policy 527 specifically addresses student use and parking of motor vehicles. Policy 503 can be found in its entirety on the school district website.

4. IS THERE AN APPEALS PROCESS FOR STUDENT DISCIPLINE?

Minnesota's Pupil Fair Dismissal Act provides for an appeals process in situations involving a student expulsion or exclusion. [See Minn. Stat. §121A.47](#). There is not a formal appeals process for other forms of discipline. As noted above, families who believe a disciplinary matter was not handled properly at the building level should first contact the building principal. If concerns remain, families may contact Superintendent Webb. Dr. Webb serves as a resource to help resolve complaints related to specific disciplinary incidents.



5. WHAT IS THE DISTRICT'S POLICY ON LOCKER SEARCHES?

District Policy 502 addresses locker searches as well as personal possessions. Students have no expectation of privacy in their school lockers and school officials may search student lockers at any time, for any reason, without the permission of the student and without providing any advance notice to the student. However, personal possessions within a locker (i.e. purses, backpacks, jacket pockets) may only be searched by school officials when there is a reasonable suspicion that the search will uncover evidence of a violation of school rules or the law. For example, a school official may open a locker at any time to see what is in the locker, but may only then search a backpack in the locker if they have reason to believe it contains contraband, such as in the case where a drug dog indicates the presence of drugs in a locker.

6. WHAT IS THE DISTRICT'S POLICY AROUND SEARCHES OF STUDENT CELL PHONES AND PERSONAL COMPUTERS?

Searches of student cell phones and computers are similar to the search of locked or closed items in a student locker. If the school official has reasonable suspicion that a search will uncover a violation of the law or school rules, the school official may search a student's personal possessions, such as cell phones and computers.

This search need not be done with a parent present. Normally the school official would request permission from the student and for the student to provide a password. (Note that for school-owned computers, the search would be similar to a locker. Students have no expectation of privacy on such devices, which may be searched at any time, for any reason by school officials.)

Refusal to provide a password or unlock a phone may be grounds for discipline, in the same way that a student who refuses to unlock their car in the school parking lot to allow the district to search the car may be disciplined.

In general, students within the school environment have a lesser expectation of privacy than members of the general population. School districts have broad discretion in determining the extent to which students are allowed to use personal electronic devices during the school day. Violations of district policy are subject to discipline.

7. WHAT IS THE DISTRICT COMMUNICATIONS POLICY REGARDING SERIOUS INCIDENTS, SUSPENSIONS AND EXPULSIONS? DO YOU INFORM ALL PARENTS OF STUDENTS WHO WERE INVOLVED? DO YOU INFORM ALL PARENTS OF THE SCHOOL?

In general, the district informs the parents of students who are either victims or perpetrators of serious incidents that may lead to discipline. However, state and federal law prevent the district from discussing the details of any discipline that it imposes against students with any other students or parents.

[The Minnesota Government Data Practices Act \(MGDPA\) and the Family Educational Rights and Privacy Act \(FERPA\)](#) bind the district's hands, and only allow the district to discuss a student's discipline with that student and the student's parents/guardians. Even in a situation where a student is a victim of a serious infraction, that student (victim) and their parents/guardians will not find out what discipline, if any, was given to the perpetrator. While this can be very frustrating for both school officials and parents, the district must follow the law.

Similarly, because the students who attend a school may already know the identity of a student involved in a major incident, the District is often prevented from sharing background details or information since sharing such information may tend to identify or confirm the identity of the student or students who were involved.

In certain circumstances, the District may provide general background information to parents of all students in an attempt to be proactive and allow parents to talk to their children about issues that may be occurring at school (e.g. an email regarding Appropriate Use of Technology). While the district is not required to provide such general notice to all parents, we seek to keep parents involved in order to discuss these issues at home and encourage partnership with the district in providing a safe and healthy learning environment.



8. DOES SSPPS HAVE RECOMMENDED RESOURCES TO ASSIST FAMILIES IN DEALING WITH STUDENT BEHAVIOR CONCERNS AND HELPING STUDENTS DEVELOP SELF-MANAGEMENT SKILLS?

Yes. Information about these resources may be obtained from your building leadership team. Some examples of self-management resources include:

PRESCHOOL AND ELEMENTARY STUDENTS

- **Online Resources**

- Conscious Discipline Resources for Parents
<https://consciousdiscipline.com/about/parents/>
- Supporting emotional competence in infants and young children
http://challengingbehavior.fmhi.usf.edu/do/pyramid_model.htm
- Discussing time out discipline
<http://csefel.vanderbilt.edu/resources/www/www14.html>

- **Books**

- *Easy to Love, Difficult to Discipline* by Becky Bailey
- *Learning to Feel Good and Stay Cool* by Judith Glasser and Kathleen Nadeu
- *Self-Control to the Rescue* by Lauren Brukner
- *Listening to My Body* by Gabi Garcia
- *Parenting a Child who has Intense Emotions* by Pat Harvey and Jeanine Penzo

MIDDLE AND HIGH SCHOOL STUDENTS

- **Online Resources**

- Social and emotional changes in teens
http://raisingchildren.net.au/articles/social_and_emotional_development_teenagers.html
- Discussing dialectical behavioral therapy
<http://behavioraltech.org/resources/whatisdbt.cfm>

- **Books**

- *Don't Let Your Emotions Run Your Life* by Sheri Van Dijk
- *A 5 is Against the Law* by Kari Dunn Buron
- *The Explosive Child* by Ross Greene



SUMMARY OF ADDITIONAL DISTRICT POLICIES

Besides the policies that are included and/or referred to in this Handbook, students are expected to be aware of and to abide by all of the district's policies. The following is a summary of SSPPS's policies that define student rights and responsibilities. Complete texts of these and all district policies are available on the district's website at www.sspps.org/policies or upon request from a school office.

Assessment of Standard Achievement ([Policy 618](#))

The district provides a structure and framework for assessing student learning in the district. The grading and assessment should assist in the student's learning experiences. Each school program level will establish standardized assessments and track mastery of academic standards. The criteria will reflect the age of the student and the level of content learning.

Attendance ([Policy 503](#))

Students are required to attend all assigned classes every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence. Each school has established attendance procedures that support regular school attendance. These procedures will be shared by each school and require the support of students and families.

Corporal Punishment ([Policy 507](#))

Corporal punishment is prohibited. No employee or agent of the district will engage in or cause the infliction of corporal punishment on any student.

Distribution of Non School-Sponsored Materials on School Premises ([Policy 505](#))

The district seeks to protect students' and employees' rights to free speech, while at the same time preserving the integrity of the educational objectives and responsibilities of the district. This protection includes the right to distribute nonschool-sponsored material at a reasonable time and place and in a reasonable manner. Distribution guidelines have been established by district policy and will be supervised by school administration.

Do Not Attempt Resuscitation ([Policy 518](#))

When any student experiences sudden illness or injury, the role of an employee is to render emergency health care to preserve life and prevent disability. In life-threatening emergencies, the emergency medical system (911) will be activated. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.

Dress and Appearance ([Policy 504](#))

Students are encouraged to dress appropriately for school activities and in keeping with the standards of a learning environment. The responsibility for student dress lies with both the student and the student's parent/guardian. Additional expectations are outlined in this handbook.

Education of Homeless Children

Students experiencing homelessness as defined under federal McKinney-Vento law shall have access to the education and other services they need to provide educational stability, and school access to meet state and district standards, including transportation to and from their school of origin.



Electronic Technologies Acceptable Use ([Policy 536](#))

Students may access online resources from their classrooms via the internet. Procedures and guidelines have been established for access to the district's networks and acceptable and safe use of the internet. The administration will supervise the guidelines. Specific expectations, including the Online Code of Ethics, are outlined by the district policy.

Parents or guardians must give approval for their child(ren) to access internet resources and students must agree to follow the acceptable use procedures. Forms are available in the district portal and Family Handbook.

Emergency Health Situations and District Insurance Limitations

The district does not purchase medical, health or accident insurance for your child. If your child has an accident, is ill, or is injured while at school or participating in district-sponsored activities; families will need to access their own insurance plans to cover any associated costs (e.g., medical care, emergency transportation). The district cannot pay these associated costs.

Employee Background Checks ([Policy 404](#))

The district places a high priority on ensuring a safe and healthy learning environment for students. This priority includes requiring all applicants who have been offered district positions to complete a criminal background check as part of the process for determining employment. This process meets legal requirements.

Equal Educational Opportunity ([Policy 102](#))

The district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. No student will be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination under any educational program or activity operated by the district on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, pregnancy, status with regard to public assistance, disability, sexual orientation or age.

Extended School Year ([Policy 508](#))

Extended School Year (ESY) services are provided to a student who has an Individualized Education Plan (IEP) if the IEP team determines the ESY services are necessary during a break in instruction to provide a free appropriate public education.

Field Trips and Travel ([Policy 610](#))

The district supports and approves student field trips and travel beyond the classroom and areas of competition that are properly planned, well organized, and carefully supervised. Students participating in approved field trips and travel will be permitted to prepare assignments in advance or make up work missed in classes from which they are absent. All trips and travel require parent/guardian authorization.

Immunization Requirements ([Policy 530](#))

Students are required to provide proof of immunization or appropriate documentation exempting the student from immunizations and other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.





MSBA/MASA Model Policy 506

Orig. 1995

Rev. 2019

Adopted: October 5, 1993

Revised: 1/24/05; 10/10/05; 11/28/11; 9/9/13; 4/28/14; 5/9/16; 5/22/17; 9/10/18; 1/13/20

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a

school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

IV. STUDENT RIGHTS

- A. All students have the right to an education and the right to learn.

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;

- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

The School Board considers the following behaviors to be unacceptable behaviors that may be subject to disciplinary action. These behaviors are defined more thoroughly in the Student Handbook, and will be reviewed annually.

1. Acts of dishonesty.
2. Any criminal activity or violation of the law.

3. Attendance issues, including failure to attend class, tardiness, and leaving class without permission.
4. Cheating and plagiarism.
5. Damage to or misuse of property, including misuse of technology or use of technology in a way that causes property damage
6. Failing to follow the instructions of an administrator, teacher, or other School District representative.
7. Gang activity.
8. Inappropriate physical contact with another person, as well as acts of physical aggression, fighting, horseplay and play fighting.
9. Possession, distribution, or use of alcohol, drugs, and tobacco (including look alike substances and synthetic substances) or paraphernalia.
10. Possessions of weapons (as defined in School Board Policy 501) explosives, incendiary devices, or any type of combustible substances.
11. Substantially interrupting the learning environment.
12. Sexual misconduct and sexual assault.
13. Theft.
14. Threats of violence.
15. Trespassing.
16. Using language that is not appropriate in a school setting or possessing materials containing language that is not appropriate in a school setting. Inappropriate language includes abusive, profane, obscene, or threatening language. Inappropriate language also includes language that constitutes cyberbullying, bullying, discrimination, harassment, or hazing. Teasing and name-calling may also be considered inappropriate language.
17. Violations of other School Board Policies setting forth expectations for student behavior including:

- a) School Board Policy 102, Equal Educational Opportunity;
- b) School Board Policy 413, Harassment and Violence;
- c) School Board Policy 417, Chemical Use and Abuse
- d) School Board Policy 419, Tobacco-Free Environment;
- e) School Board Policy 501, Weapons;
- f) School Board Policy 502, Search of Student Lockers, Desks, Personal Possessions, and Student's Person
- g) School Board Policy 503, Student Attendance;
- h) School Board Policy 504, Student Dress and Appearance;
- i) School Board Policy 505, Distribution of Non-School Sponsored Materials on School Premises by Students and Employees
- j) School Board Policy 514 Bullying Prohibition;
- k) School Board Policy 521, Student Disability Nondiscrimination
- l) School Board Policy 526, Hazing Prohibition;
- m) School Board Policy 527, Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches;
- n) School Board Policy 528, Student Parental, Family and Marital Status Nondiscrimination;
- o) School Board Policy 536, Student Internet Acceptable Use and Safety Policy;
- p) School Board Policy 627, Academic Honesty;
- q) School Board Policy 709, Student Transportation Safety

VII. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.

- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act; and/or
- T. Other disciplinary action as deemed appropriate by the school district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is

otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

B. Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.
5. A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

C. Procedures for Removal from Class

1. A student will be removed from class only upon agreement of the appropriate teacher and Principal or Principal's designee after an informal administrative conference with the pupil. The decision to remove a student will ultimately be the responsibility of the Principal or Principal's designee.
2. The length of time of the removal will be at the discretion of the Principal or the Principal's designee after consultation with the teacher, but will not exceed five (5) class or activity periods per incident.
3. Removal from class may be imposed without an informal administrative conference when a student is causing and/or appears to be causing a

serious disruption or appears to be creating an immediate and substantial danger to himself/herself or to person(s) or property.

4. In removing a student from class, a District employee may use reasonable force, if necessary, in compliance with M.S. §121A.582 and other laws.

D. Responsibility for and Custody of a Student Removed from Class Students who are removed from class will be supervised by a District staff member.

E. Return to Class after Removal

1. Students will return to class upon completion of the terms of the removal established at the informal administrative conference referenced in section II.B.3.

F. Procedures for Notification

1. The principal or principal's designee will determine the need for and method of notification to parent or guardian.
2. After the student has been removed from class more than ten (10) times in one school year, the principal or designee will notify the student's parent and guardian and request that the parent or guardian meet with the site administrators to discuss the problem that is causing the student to be removed from class.

G. Students on an Individual Education Plan (IEP) The principal or designee will determine whether the student's removal from class requires a meeting to review the adequacy of the student's current Individual Education Plan (IEP) or whether there is a need for further assessment. If it is determined such a meeting is necessary, the student's case manager will schedule and provide appropriate notices of such meeting.

H. Early Intervention

1. The principal or designee will review the following:
2. Any procedures or services appropriate for encouraging early involvement of parents or guardians to improve the student's behavior;
3. Any procedures or services determined appropriate for encouraging early detection of behavioral problems;
4. Whether the student may need special education services in order to benefit from his or her education;

5. The appropriateness of referring the student to the District chemical abuse preassessment team;
6. The appropriateness of addressing the student's behavior through a crisis intervention plan; and
7. The appropriateness of any other interventions to improve the student's conduct and behavior.

IX. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
 2. 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
 3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.
- C. Suspension Procedures
1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason

for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. If a student's total days of removal from school exceed ten (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 and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. 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 student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration 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. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student 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 administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP 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 IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth

(6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.

5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. 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 assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student 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. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a) strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b) assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c) petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.

8. 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 the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This

notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student'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 Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation 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 (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault 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 student's age, grade, gender, race, and special education status.

XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XV. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XVI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal from Class)
Minn. Stat. §§ 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students with Disabilities)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Non-School-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



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514 BULLYING PROHIBITION POLICY

I. PURPOSE

- A. A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property at school-functions, or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, or other students, or 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. This policy also applies to an act of cyber bullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy #506. The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. An actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, 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.

The term, "bullying," specifically includes cyberbullying as defined in this policy.

- 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 website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. 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;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. 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 the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure

from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel, who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner, may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school 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 school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others

pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, 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 will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy #506 and other applicable school district policies; and applicable regulations.
- E. The school 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 school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team 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 bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

- A. The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but

is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

VII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
 - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 - 4. The incidence and nature of cyberbullying; and
 - 5. Internet safety and cyber bullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does

not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;
6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.

- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data

related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model Policy 506) distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

- A. To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § Ch. 124E (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)



Adopted: February, 1998

MSBA/MASA Model Policy 526

Orig. 1997

Revised: 4/26/04; 9/9/13; 7/25/16; 6/26/17
6/10/19; 5/26/20; 6/14/21

Rev. 2014

526 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that are free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of hazing is prohibited.
- E. False accusations or reports of hazing against a student, teacher, administrator, volunteer, contractor, or other employee are prohibited.
- F. A person who engages in an act of hazing, reprisal, retaliation, or false reporting of hazing or permits, condones, or tolerates hazing shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, tolerate, or are a party to prohibited acts of hazing may range from remedial responses or positive behavioral interventions up to and including suspensions and/or expulsion

Consequences for employees who permit, condone, or tolerate hazing or engage in an act of reprisal or intentional false reporting of hazing may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals for engaging in prohibited acts of hazing may include, but not limited to, exclusion from school district property and events and/or termination of services and/or contracts.

- G. This policy applies to hazing that occurs during and after school hours, on or off school premises or property, at school functions or activities, or on school transportation.
- H. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- I. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. “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:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. 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.
 - 4. Any activity 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.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Immediately” means as soon as possible but in no event, longer than 24 hours.
- C. “On school premises or school district property, or at school functions or activities, or on school transportation” means all school district buildings, school

grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approve for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. "Student" means a student enrolled in a public school or charter school.
- F. "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 does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report hazing anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.

The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of hazing at the building level. Any adult school district personnel who receives a report of hazing prohibited by this policy shall inform the building report taker immediately. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- C. A teacher, administrator, volunteer, contractor, and other school district employees shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct which may constitute hazing shall make reasonable efforts to address and resolve the hazing and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing or who fail to make reasonable efforts to address and resolve the hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades work assignments, or educational or work environment.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of hazing and the record of any resulting investigation.
- F. The school 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 school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited in this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, 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 will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.

- E. The school 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 school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian (s) of alleged perpetrators of hazing who have been involved in a report and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team 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 hazing.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged hazing, who provides information about hazing, who provides information about hazing, who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct.

VII. DISSEMINATION OF POLICY

This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks. The school district will develop a method for discussing this policy with students.

Legal References: Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)

Cross References:

Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])



Adopted: September 8, 1997

MSBA/MASA Model Policy 413

Orig. 1995

Revised: 4/26/04; 8/28/06; 11/23/09; 11/25/13
11/23/15; 12/10/18; 6/10/19; 5/26/20; 6/14/21

Rev. 2017

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability.

II. GENERAL STATEMENT OF POLICY

- A. It is the policy of the school district to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability
- B. A violation of this policy occurs when any student, teacher, administrator or other school district personnel harasses a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability. (For purposes of this policy, school district personnel includes school board members, school employees, agents, volunteers, contractors or persons subject to the supervision and control of the district.)
- C. A violation of this policy for any student, teacher, administrator or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, including gender identity or

expression and to discipline or take appropriate action against any student, teacher, administrator or other school district personnel who is found to have violated this policy.

- E. Because there are multiple, overlapping laws governing the school district's response to allegations of sexual harassment, all allegations of sexual harassment are subject to policy 522.

III. DEFINITIONS

- A. Assault is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.

- 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, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability 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 24 hours.

- 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. “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.
 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “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.
 7. “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 harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. 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.

G. Violence; Definition

1. Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression or disability by a student, teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

- D. In Each School Building. The building principal, the principal's designee, or building supervisor (hereinafter the "building report taker) is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy, at the building level. Any adult school district personnel, who receive a report of harassment or violence prohibited by this policy, shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or school district's human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- 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 harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fails to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein will result in disciplinary action against the principal. If the complaint involves the building report taker.
- G. In the District. The school board hereby designates the Director of Human Resources as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.

- I. Submission of a good faith complaint or report of harassment or violence 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 harassment or violence 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 school 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 school 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, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation

may be conducted by school district officials or by a third party designated by the school 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 deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school 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 all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. 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.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, 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 will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

- B. The school 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 school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school 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 harassment or violence.

VII. RETALIATION OR REPRISAL

- A. The school district will discipline or take appropriate action against any student, teacher, administrator or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged harassment or violence prohibited by this policy, who testifies, assists or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

- A. These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.

- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. A summary of this policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

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. § 1201 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)



HARASSMENT AND VIOLENCE REPORT FORM

General Statement of Policy Prohibiting Harassment and Violence

Special School District No. 6 maintains a firm policy prohibiting all forms of discrimination.

Harassment or violence against students or employees or groups of students or employees on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability is strictly prohibited. All persons are to be treated with respect and dignity. Harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity and expression, or disability by any pupil, teacher, administrator, or other school personnel, which create an intimidating, hostile, or offensive environment will not be tolerated under any circumstances.

Complainant _____

Home Address _____

Work Address _____

Home Phone _____ Work Phone _____

Date of Alleged Incident(s) _____

Basis of Alleged Harassment/Violence - circle as appropriate: race \ color \ creed \ religion \ national origin \ sex \ age \ marital status \ familial status \ status with regard to public assistance \ sexual orientation, including gender identity and expression \ disability

Name of person you believe harassed or was violent toward you or another person or group. _____

If the alleged harassment or violence was toward another person, identify that person or group. _____

Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; etc. (Attach additional pages if necessary.) _____

Where and when did the incident(s) occur? _____

List any witnesses that were present _____

This complaint is filed based on my honest belief that _____ has harassed or has been violent to me or to another person or group. I hereby certify that the information I have provided in this complaint is true, correct and complete to the best of my knowledge and belief.

(Complainant Signature)

(Date)

Received by: _____

(Date)



South St. Paul Public Schools
 104 5th Avenue South
 South St. Paul, MN 55075'
 www.sspps.org

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Positively Changing Our World



2021-22

FAMILY HANDBOOK

Back-to-School Information and Resources



Table of Contents

Overview	1	Family Involvement	10
Welcome to the 2021-22 School Year		Partnerships	
Translated Handbooks		Volunteers/Chaperones	
Mission, Vision, Core Values		SSP School Board	
Back-To-School Dates to Remember			
Minnesota's First IB World Schools District			
Family Information	4	Food & Nutrition	11
Attendance		FREE Breakfast for all students	
Bullying Prevention		Healthy Lunch	
Chemical/Tobacco Free Schools		Student Meal Prices	
Discipline and Behavior Expectations		Student PIN Numbers	
Digital Parenting Resources		Online Meal Account	
Employed Parent/Guardian Right to		Interactive Online Menus	
Attend School Conference and Activities		Equitable Lunch Protocols	
Employee, Volunteer, Chaperone		Free/Reduced Priced Lunch Meals	
Background Checks		Frequently Asked Questions	
Harassment/Violence			
Online/Technology Acceptable Use		Health Services &	
Student Rights and Responsibilities Handbook		Student Wellness	14
Parental Custody/Restricted Contact		Immunization Requirements	
Personal Electronic Devices		Health Promotion & Care	
Student Information Release		Illness	
		Medications at School	
		Children with Chronic Health Conditions	
		Medical, Health & Accident Insurance	
Family Communications	7		
Website		Legal Notifications	16
Newsletters		Educational Program Notifications	
Social media		Health & Safety Notifications	
Blackboard Connect			
Peachjar		SSP/TriDistrict	
Calendars		Community Education	18
Emergency School Closings		Early Education	
Late Starts and Early Releases		Youth Programs	
Evening cancellations		Adult Programs	
Family/School Connections	9		
SSPPS Cultural Liaisons		District Directory and Calendars	19
Translation & Interpretation			
SSPPS Family Support Workers			

Overview

Message from the Superintendent



Welcome to the 2021-22 school year!

Our goal with the Family Handbook, is to help enhance communications between school and home, improve understanding of district policies and procedures, and ensure consistency of policy implementation district-wide. Specifically, the purpose of the Family Handbook is to provide key district information and required notifications in one place for all SSPPS families. In an effort to clarify student behavior expectations and consequences, we have created a

separate handbook, the Student Rights & Responsibilities Handbook, for all families and students. The Students Rights & Responsibilities Handbook will be shared with all students at the start of the school year, and is available for families to access online at sspps.org/handbooks.

As you get ready for your students' first days, you can help prepare for a successful year by reviewing the information contained in this handbook, which includes important updates, information and forms, as well as resources and ways that you can be involved with SSPPS.

We are excited to have you as part of the #SSPpride family and we look forward to partnering with you in the 2021-22 school year!

Regards,

Dave Webb, Ed.D.
Superintendent
South St. Paul Public Schools

Translated Handbooks

The 2021-22 Family Handbook is available in Spanish and Somali on the district website at sspps.org/handbooks or from your school office.

El manual para la familia 2019-2020 está disponible en español en la página de internet del distrito en sspps.org/handbooks.

SSPPS Mission (our core purpose)

Ignite a passion in every learner to inquire, continuously improve and engage in positively changing our world.

SSPPS Vision (what we intend to create)

- Prepare each and every student for their next step
- Provide high quality, individualized programs, services and personalized learning for all ages and stages of a learner's life
- Build capacity in our learners to exemplify the IB Learner Profile
- Partner with our families and community to develop shared ownership of student outcomes and family learning needs
- Ensure students and families have reliable and regular access to technology for accelerated learning

SSPPS Core Values (what drives our words & actions)

COMPASSION - Be kind, fair and just toward all people because of who we are

EQUITY - Provide equal access to opportunities in academics, student services and activities

EXCELLENCE - Strive for the/our best in all we do with high expectations for all

INTEGRITY - Do the right thing even when no one is watching, and keep our promises

RESILIENCE - Be able to bounce back from challenges and disappointments with confidence and hope

RESPECT - Honor our similarities and differences in our assumptions, inquiries, words and actions

SSPPS IS COMMITTED TO

Safety: Student and staff safety is a top priority in our planning.

High Quality Instruction: Our students will experience the support of both high quality instruction and strong social and emotional behavior support systems.

Accurate and Timely Communication: All students, employees and families will be kept up to date with important information throughout the school year.

Educational Equity: All students will be provided quality grade-level instruction and social-emotional support, with a focus on removing and ending racist practices.

Flexibility: With the uncertainty and changing landscape, the district's plans will build in flexibility, so we're prepared to adjust based on the needs of stakeholders and changes to medical circumstances and public health guidance.

Data and Decision Making: We are committed to making decisions that strengthen our schools and programs while maintaining the health and safety of our students and staff. Our decisions will continue to be informed by health data, funding, workforce and educational agency guidance and with feedback from our families, students, employees and community members.

BACK TO SCHOOL DATES TO REMEMBER

Connection Days

Secondary Get Connected Days
TBD

Secondary Family Connect Day (6-12)
TBD

CLC Family Connect Day
TBD

Elementary Family Connection Day
TBD

Kids' Choice Open House
TBD

First Day of School

First Day of School (1-12) - Tuesday, September 7, 2021
First Day of Kindergarten - Thursday, September 9, 2021
First Day of Preschool - Monday, September 13, 2021

Back to School/Family Gatherings

Back to School Night for Parents/Guardians (9-12)
TBD

Back to School Night for Parents/Guardians (6-8)
TBD

Kindergarten Family Connection Day
TBD

Preschool Parent Meeting & Orientation
TBD





Minnesota's First IB World Schools District

SSPPS is the first district in Minnesota to be authorized by the IB programs serving students from kindergarten through grade 12. The focus of the IB curriculum is cross-disciplinary and is based on the inquiry method of instructional practice. IB provides a model for high standards in education for all students. The PYP and MYP programs provide an educational framework based on what is currently known about how students learn and draw upon best practices for teaching and learning. Through the IB Program, all students are invited to discover for themselves that learning can be an exciting, challenging, and rewarding process of exploring the world around us.

The **IB Learner Profile** is a collection of attributes that best describes the internationally-minded, lifelong learners we seek to develop through our three IB programs. It is not intended to be a profile of the perfect student, but instead, a roadmap in pursuit of lifelong 21st Century learning. Lifelong learning is the voluntary, lifelong, and self-motivated pursuit of knowledge for either personal or professional reasons. The Learner Profile places the student at the heart of IB programs and focuses attention on the processes and the outcomes of learning.



IB Primary Years Program (PYP)

Designed for all students in grades K-5, PYP focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. For more information on the IB-PYP program, contact:

Christopher Bretz

Kaposia IB-PYP Coordinator
(651) 288-6878; cbretz@sspps.org

Diane Tiffany

Lincoln Center IB-PYP Coordinator
(651) 457-9426; dtiffany@sspps.org



IB Middle Years Program (MYP)

Serving all students in grades 6-10, MYP focuses on providing a framework for academic challenge and life skills. For more information on the IB-MYP program, contact:

Melissa Miller

SSP Secondary School IB-MYP Coordinator
(651) 552-5569; mmiller@sspps.org



IB Diploma Program (DP)

A rigorous academic program for grade 11 and 12 students, DP focuses on creativity, innovation, self-discipline and the ability to function as part of a team. The Diploma Program consists of a common pre-university curriculum and a common set of external exams for students in schools throughout the world. It seeks to provide students with an international education that encourages an understanding and appreciation of other cultures and societies. For more information on the IB-DP program, contact:

Conrad Anderson

SSP Secondary School IB-DP Coordinator
(651) 457-9454; canderson@sspps.org

Family Information

Discipline and Behavior Expectations

Optimum learning occurs in a positive, safe and secure environment. Students, parents/guardians, teachers, administrators and other school employees all share in the responsibility to ensure a positive climate for learning. The school setting enables students to develop responsible behaviors and habits that will serve them now and later in life. Proper training in discipline should lead to self-control and respect for the law, authority, property and the rights of others.

It is the general policy of the school district to utilize progressive discipline to the extent reasonable. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. The school district shall, however, impose more severe disciplinary sanctions for a violation, including suspension or expulsion, if warranted by the student's misconduct. Consequences listed in the Student Rights and Responsibilities Handbook provide a guideline for violations of school rules and policies. Additionally, each situation is reviewed on a case-by-case basis, taking into account the student's age or developmental ability, and where appropriate, restitution or restorative practices are employed to help students learn and grow from their mistakes. For details on behavior expectations, consequences and practices, see the Student Rights and Responsibilities Handbook at sspps.org/handbooks.

Bullying Prevention

SSPPS is committed to ensuring a safe and civil learning environment for all students, families and staff. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment.

In accordance with Minnesota law, school staff and volunteers receive training on the prevention of bullying, as well as clarification and enhanced definitions of bullying. The district's policy on bullying prevention ([District Policy 514](#)) includes additional definitions of bullying, training expectations, reporting procedures and protocols and district responsibilities.

Chemical/Tobacco Free Schools

All SSPPS property, school sites (including parking lots), buses and school-related activities are chemical and tobacco free. For more information, see [District Policy 419](#).



Student Rights and Responsibilities Handbook

A safe, secure and welcoming learning environment is essential to helping our students be successful learners. SSPPS has developed comprehensive policies and procedures that define student rights and responsibilities and ensure a positive learning environment. These expectations are outlined in the Student Rights and Responsibilities Handbook, which includes information regarding:

- Anti-Bullying and Anti-Harassment strategies
- Attendance
- Bus Rider responsibilities
- Field Trips
- Student Behavior Expectations and Consequences
- Technology Use
- and More

The full *Student Rights and Responsibilities Handbook* is available online at sspps.org/handbooks. Families may also request a copy from their school office. School staff will review the handbook with students at the beginning of the school year, while parents/guardians are also asked to review the handbook with their child at home.

Consulte el sitio web del distrito (sspps.org/handbooks) para obtener una versión traducida del Manual de Derechos y Responsabilidades del Estudiante.

Attendance

School attendance is mandatory in the State of Minnesota in order to make certain that all children acquire the necessary skills for success as adults. Establishing good attendance patterns is one of the best ways to ensure a student will stay in school through graduation. For details on school attendance procedures and practices, see your school's Information and Procedures Guidebook located on the district website.

Dakota County Guidelines

It is considered educational neglect if a student under the age of twelve has seven (7) unexcused absences, and will be reported to the County Social Services. For those students under the age of 12 years, the parent(s) or legal guardian(s) are held responsible for the attendance of their child. When a child ages 12-17 reaches seven (7) or more unexcused absences, it is considered truancy and are required to be referred to the County's Truancy Reduction Program. School administration will notify parents of students ages 12-17 when the student has three (3) unexcused absences.

Digital Parenting Resources

We understand that parenting in a digital age can be overwhelming. SSPPS provides numerous resources to help you and your child operate safely in a digital world. Resources include information about filters and protections, cell phone use, and a free online course about basic Internet safety and how to create a positive digital footprint. Learn more at sspps.org/parents.

Online/Technology Acceptable Use Agreement

Through the internet, students have access to a world of online resources and learning experiences. Parents/guardians must provide approval for their child(ren) to access internet resources at school, and students must agree to follow the district's Acceptable Use Policy ([District Policy 536](#)). The Student Information Technology Acceptable Use Agreement is signed by the user and a parent/guardian prior to the student being granted access to the district system or use district technologies. Signed agreements will be retained by the district. The district may require students to re-sign the agreement periodically thereafter as technology changes require.

According to the policy, "routine maintenance and monitoring of electronic technologies, including the district network, may lead to a discovery that a user has violated this policy, another school district policy, or the law." In addition, the district may find technology use that raises concern about a student's mental health or well-being. If such discoveries are made, the district may deem it necessary to notify parents and/or school administration of their findings.

Employed Parent/Guardian Right to Attend School Conference and Activities

Minnesota law allows employed parent(s) or legal guardian(s) to request a leave for school conferences and activities. An employer must grant an employee a leave of up to a total of 16 hours during any 12-month period to attend school conferences or school-related activities related to the employee's child, provided the conferences or school-related activities cannot be scheduled during non-work hours.

A parent/guardian must let their employer know in advance and make every effort to disrupt workplace operations as little as possible. The law does not guarantee that the time off will be paid, but paid vacation or other paid leave time may be used.

Employee, Volunteer, Chaperone Background Checks

In accordance with Minnesota State Statutes and [School Board Policy 404](#), all applicants who have been offered a position with the school district must complete a criminal background check as part of the process for determining employment. Questions about employee background checks can be directed to Cathy Miller, director of human resources, at 651-457-9473 or cmiller@sspps.org.

Harassment/Violence

[School Board Policy 413](#) prohibits acts of harassment and violence on the basis of race, ethnicity, color, creed, religion, national origin, immigration status, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. For a definition of harassment and consequences for violating District Policy 413, see the Student Rights and Responsibilities Handbook at sspps.org/handbooks.



Parental Custody/Restricted Contact

Minnesota law offers a non-custodial parent the right to review and receive copies of school records and information, to attend conferences, and to be informed about the child's welfare, educational progress, and status. The school is not required to hold a separate conference for each parent.

In cases where parents are separated or divorced, it is recommended that the school have legal documentation of custody and visitation rights. The custodial parent is responsible for providing the following to the school:

- A copy of the signed and certified court order; and
- Court order revisions/updates that affect custody, visitation, or record-access rights.

If there is no legal restriction, and upon request, the school will send duplicate correspondence to the non-custodial parent; arrange for review of school records by the non-custodial parents; and keep non-custodial parents apprised of major school events.

It is the parent(s) or legal guardian(s)' responsibility to inform and provide the school with current documentation if anyone is legally restricted from contact with a child. Adults listed as an authorized person on the emergency contact list are allowed to pick up a child in case of illness or emergency. Parents will be notified prior to the release of their child from school.



Personal Electronic Devices (e.g. cell phones, smartphones, etc.)

South St. Paul Public Schools believes the use of personal electronic devices is a privilege and can be an acceptable communication and educational tool that requires responsible use by all students. Use of electronic devices including, but not limited to, cellular phones, smartphones and smartwatches, digital cameras, laptop computers, tablets and other personal electronic devices capable of transmitting data or images during instructional time **may be allowed per the grade level expectations and restrictions about personal electronic device use, listed in the Student Rights and Responsibilities Handbook at sspps.org/handbooks.**

Student Information Release

Throughout the school year students attend programs, activities, field trips and events along with normal classroom routines that support their education, promote community service or encourage positive behavior. District officials may visit your child's school to cover these special events, and the South St. Paul Public School District may wish to use your child's photographs, voices, likenesses or student work for promotional and educational reasons. This includes co-curricular activities/athletic program rosters, school yearbook, district/school newsletters, etc.

If you wish to opt-out regarding the use of their child's name or image for school district and/or media purposes, please sign the Student Information Release Agreement form ([available at sspps.org/inforelease](https://sspps.org/inforelease)) and return completed form to your school building. This restriction is valid for one year and a new agreement must be signed for each school year.



Family Communications

South St. Paul Public Schools places a high value on the connections we have with students, families and the community. We communicate in a variety of ways to help grow these important relationships. Families who do not have internet access should contact their respective schools to arrange to receive information in other ways.



Website

The district website (sspps.org) is your primary source for news and updates, information about academic programming, construction updates, school board policies and meeting information, links to school and Community Education program websites, easy access to the portal and more.



Newsletters

Each school and often teachers, send an electronic newsletter to families on varying schedules to keep parents in the loop on what is happening. Additionally, the district publishes the following newsletters:

- **SSPPS District eNews:** A bi-weekly electronic newsletter containing stories and events sent to all district families via email on alternating Wednesdays.
- **SixTimes:** A printed newsletter mailed to all SSPPS families and district residents three to four times a year.



Social media

Stay connected to SSPPS through social media!



Like our Facebook page (/SSPPS6) to see news, photos, videos, events and emergency notifications.



Follow us on Twitter (@SSPPS6) for district news and emergency notifications, real-time updates and more.



Follow us on Instagram (@SSPPS6) to get a glimpse of the student experience and achievements and quick stories of life in SSPPS.



Subscribe to the SSPPS YouTube channel (SouthStPaulSchools) to be the first to see district produced videos and watch school board meetings.



Connect with us on LinkedIn (South-St-Paul-Public-Schools) to see employment opportunities, follow progress on our strategic plan implementation, and other district news.



Blackboard Connect

This electronic notification system is used to send direct messages via email, voicemail and/or text message to district families and staff. This system communicates emergency information quickly, as well as important messages, alerts and reminders. Schools and programs also use this system to send families important information and reminders. Please make sure your contact information is up-to-date in the Infinite Campus Parent Portal. To update your contact information in the Infinite Campus Parent Portal, visit the Resources tab of the [District's website](#).



Peachjar

SSPPS uses Peachjar, a digital flyer management system, to share community sponsored events, classes and activities for SSP students and families. Peachjar provides an innovative flyer management system that sends school-approved eflyers directly to parents' inboxes and posts them on schools websites, making it easier than ever for parents to learn more about events, activities and programs offered to students. Each Wednesday, parents/guardians will be notified via email when the flyers are posted. They can then access the flyers through the email link or via each school's Peachjar page. Learn more at sspps.org/peachjar.



Calendars

The district's online calendars have the most current information about important dates in the district and events at your students' schools. Customizable online calendars show the events that are most important to your family, which can be downloaded to your personal or mobile calendar. Find information on how to customize calendars for your devices at sspps.org/calendar.



Emergency School Closings

All unscheduled school closings, late starts and early dismissals due to severe weather, extreme cold or heat, or other emergencies, will be shared with families through the district’s messaging system (Blackboard Connect), the district’s website (sspps.org), district social media accounts, and through local news media. Families are encouraged to have alternate plans in place for possible emergency school closings.

In accordance with district policy, decisions to cancel or shorten the regular school day are made by the superintendent or his designee, in consultation with other staff. Consultation may also include City of South St. Paul personnel, our transportation providers, and neighboring school districts, as appropriate.

The most compelling reason for closing schools involves the safety of students and employees. Decisions about school closings, early releases and late starts will be made as early as possible to allow for appropriate notification. For more information, visit sspps.org/emergencyclosing.

NOTE: Please ensure your contact information is up-to-date in the Infinite Campus Parent Portal.

Emergency notification methods:

- Automated voicemail
- Email
- Text message
- District and school websites
- Social media (Facebook & Twitter)
- Radio: WCCO 830-AM
- Television: WCCO Ch. 4, KSTP Ch. 5, FOX 9 KMSP, and KARE 11



Late Starts and Early Dismissals

Late starts and early dismissals are inherently difficult for many programs and families. With this in mind, administration will do their best to keep these to a minimum. Early dismissals will be determined as conditions dictate. All families should have a contingency plan for their children in the event of school closings.

In the event of a LATE START, unless otherwise noted:

- Morning Early Learning programs and classes (including community preschool, ECSE, ECFE and home visits) are canceled.
- Morning Adult Basic Education (ABE) classes are canceled.
- Kids’ Choice will start late, in accordance with the emergency announcement (e.g. two hours late)

In the event of an EARLY DISMISSALS, unless otherwise noted:

- Afternoon Early Learning programs and classes (including community preschool, ECSE, ECFE and home visits) may be canceled.
- Afternoon Adult Basic Education (ABE) classes may be canceled.
- Kids’ Choice will remain open, but families are encouraged to pick up their child as soon as possible.



Evening cancellations

Decisions to cancel after-school and evening activities will be made by 3 p.m., if possible, and are not necessarily tied to a school closing.

Technologies streamline parent/guardian access to student information

SSPPS uses the following technology tools to allow better utilization of the district’s student information system and better access to online learning tools and classroom resources:

Infinite Campus is the student information system and parent portal. This is where students schedules, report cards, etc. are located as well as your Parent Portal, where you can manage your Contact Information and Preferences. All parents/guardians should have a Portal account to stay connected and to receive important messages from the District. Portal information is posted on the Resources and Parents/Family tabs of our website. If you need an Access Key to set-up your Portal account, contact your school office.

Schoology is the district’s learning management system for grades 6-12. Students and teachers use Schoology for assignments, daily gradebook, and standards mastery reporting. Parents will need to have their Campus Parent Portal account set-up prior to gaining access to Schoology. Information regarding parent Schoology accounts is posted on the Resources and Parents/Family tabs of our website.

SchoolCafé is the online program for school meal payments and application for educational benefits. SchoolCafé provides a number of key features you will find beneficial including:

- View your student’s school meal account balance
- Review daily spending and purchases
- Access from any computer 24/7
- Low balance email reminders
- Automatic payments

Instructions to create a SchoolCafé account are available on the district website (sspps.org/schoolcafe).

Family/School Connections

SSPPS understands the importance of parent and family involvement in schools and its contribution to student success. To help engage and support families, the district employs five cultural liaisons as well as three family support workers thanks to a partnership with 360 Communities.



SSPPS Cultural Liaisons

Our cultural liaisons help to make sure all of SSPPS families feel welcome and heard at our schools and the district is able to communicate well with families about their school, learning and student progress. Additionally, the liaisons serve to reduce language and cultural barriers so that all of our students can thrive and know they have a team of support around them.

Early Learning (birth-5)

Maria (Tere) Castellanos

(651) 306-3644; mcastellanos@sspps.org

Spanish-speaking

Kaposia Education Center

Daisy Medina-Cuenca

(651) 306-3667; dmedina-cuenca@sspps.org

Spanish-speaking

Lincoln Center Elementary

Nelly Ross

(651) 306-3663; neross@sspps.org

Spanish-speaking

South St. Paul Secondary

Nelly Ross (middle school)

(651) 457-9490; neross@sspps.org

Spanish-speaking

Shannon Lippke (high school)

(651) 306-3665; slippke@sspps.org

Spanish-speaking

District-wide

American Indian Community Liaison

**Please visit our [website](#) for the most up-to-date contact information.*



SSPPS Family Support Workers

In addition to cultural liaisons, the district's partnership with 360 Communities provides Family Support Workers at each school to help families find and access community resources to help with the challenges of raising a family today - everything from food and finances to getting connected with activities, volunteering, counseling and other specific needs based resources.

Kaposia Education Center

Alicia Perez

(651) 288-6891; aperez@sspps.org

Lincoln Center Elementary

Alicia Perez

(651) 306-3652; aperez@sspps.org

South St. Paul Secondary

TBD

(651) 552-3094;

Translation & Interpretation



The district provides translation and interpretation services to meet families' language needs at school and with district-related programs or communications. If you would like language assistance with a message you have received; an interpreter for a school meeting, conference or phone call; or want to know more about the district's translation and interpretation services, please contact one of the district's cultural liaisons or your school office.

Family Involvement

South St. Paul Public Schools is strongest when the ideas, energy and voices of all stakeholders are included in planning and decision-making. Throughout the year there are many ways for you to be involved with the school district.

In alignment with the district's strategic priorities, the district is continuing to place a strong emphasis in 2021-22 to help build engagement with staff, students and family/community. Watch for these and other opportunities to be announced on school and district websites and through various school and district communication channels.



Partnerships

South St. Paul Public Schools places high value on the engagement of our stakeholders in the work of the District. Working in partnership is a key component of our mission, and it is one of the five primary initiatives of our strategic plan to leverage local resources to meet student needs. The power of partnership is in its ability to serve as a multiplier for the involved parties, providing greater benefit together rather than working alone. Learn more about district partners at sspps.org/partnerships.

Volunteers/Chaperones

Volunteer/chaperone opportunities are determined by building/department administration and/or the classroom teacher. All volunteers are required to complete a Volunteer Application Form and complete a background check each school year. The fee for the background check is paid by the district. The district reserves the right to limit or cancel volunteer/chaperone opportunities if it's deemed necessary to help mitigate the spread of COVID-19 or other infectious diseases.

SSP School Board

The care, management and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education.

The SSP School Board strives for excellence in governance, operates in partnership with the Superintendent, who strives for excellence in management, and both partner for excellence in consultation with staff, students, families and the public.



The SSP School Board meets on the second and fourth Monday of each month in a work session at 5 p.m. and regular business meeting at 6:00 p.m. Both meetings are held in the city council chambers. Visit the school board section of our [website](#) for more information.

Food & Nutrition

Student Nutrition is an important part of the school day. South St. Paul Public Schools participates in the National Lunch Program, School Breakfast Program and Kindergarten Milk Program. School lunches and school breakfasts are served at all schools. Our district provides a great variety of meals packed with the energy children need to learn and grow. Menus are posted within school buildings and are available online at sspps.org/menus.



FREE Breakfast and Lunch for all students

Thanks to a U.S. Department of Agriculture (USDA) waiver, districts are able to offer school meals free of charge to all students for the 2021-22 school year. Through the waiver, districts will continue to receive meal reimbursement dollars from the federal government to help cover the costs of the student meals.

Even though school meals will be provided free of charge for the 2021-22 school year, SSPPS strongly encourages ALL families to still complete the annual Educational Benefits Application regardless of income or eligibility. By completing the application, your student and family may be eligible for a variety of discounts through SSPPS like free/reduced athletic/activity fees as well as many other discounts. See [Educational Benefits Application \(Free/Reduced Priced Meals\)](#) section below or visit our website for more information on available discounts and how to apply.

Student Meal Prices

Elementary		Secondary/CLC	
MEAL	COST	MEAL	COST
Breakfast	FREE	Breakfast	FREE
Lunch (includes milk)	FREE	Lunch (includes milk)	FREE
Milk	\$0.45	Milk	\$0.45
<i>Students receive one free breakfast and one free lunch per day. Additional meals are purchased at full cost as noted below.</i>			
Additional Breakfast	\$2.50	Additional Breakfast	\$2.50
Additional Lunch	\$4.35	Additional Lunch	\$4.35

(note: due to the pandemic, menu options may be limited. In addition, meal costs may be adjusted as directed by the state and federal government. Visit the nutrition services webpage by [clicking here](#) for the most recent information.)

Healthy Meals

Breakfast

School breakfast consists of a choice of fruits/juices and milk daily, along with a variety of menu items.

- Elementary students have access to the standard breakfast meal in the cafeteria or if they arrive close to the first bell, they have the option of a quick Grab N' Go breakfast before school starts.
- Secondary students have the option for the traditional breakfast option as well as an additional Grab N' Go "Second Chance" Breakfast, providing a quick and nutritious meal for students to grab and go between morning classes.

Lunch

For lunch, the elementary schools provide students with a choice of a traditional school lunch or an alternate entree. South St. Paul Secondary offers several lunch menu options daily in addition to a variety of milk and fruit/vegetables to help students meet their nutritional needs.

Classroom Snacks

The District's [Wellness Policy #534](#) encourages physical activities rather than food for classroom celebrations and parties. Families wanting to send snacks to the classroom, are encouraged to send healthy food choices from the pre-approved [Smart Snacks list](#). Please contact the classroom teacher before sending any snacks to school.

Student PIN Numbers

All SSPPS students and staff will use a Meal PIN for school meals. The Meal PIN for Secondary students will be printed on their fall class schedule they receive during the registration days. Elementary students will receive their Meal PIN either at the Open House held before school starts or in their classrooms on the first day of school.

The Meal PIN will belong to a student for as long as he/she is enrolled in our District. This number will not change if a student switches between elementary buildings or when they move to the Secondary Building. Secondary students who are at an elementary building during their lunch period will be able to purchase a lunch by accessing their account, using their Meal PIN.

Online Meal Account

SchoolCafé is the online program for school meal payments and application for educational benefits. SchoolCafé provides a number of key features you will find beneficial including:

- View your student's school meal account balance
- Review daily spending and purchases
- Access from any computer 24/7
- Low balance email reminders
- Automatic payments

Families will need to create an account with SchoolCafé. Instructions are available on the district website (sspps.org/schoolcafe). Learn more about online meal accounts at sspps.org/schoolcafe.

Interactive Online Menus

SSPPS students and families can access interactive meal menus online through their [SchoolCafé](https://sspps.org/schoolcafe) account. User friendly drop-down boxes allow access to great nutritional and allergen information of food options provided at school. Users are able to click on menu items to see detailed descriptions and nutrient information.



Equitable Lunch Protocols

While the district holds parents/guardians accountable for paying their unpaid lunch balances, students will never be denied a regular school lunch meal for inability to pay or negative account balances. The district is committed to working with families to continue to provide nutritious meals.

Parents/guardians may sign up to receive low balance notifications via email in SchoolCafé. For additional questions about account balances or activity, or to apply for educational benefits, including free/reduced priced lunch, visit the district website sspps.org/educationalbenefits or contact the Nutrition Services Department at (651) 457-9429.

Educational Benefits Application (Free/Reduced Priced Lunch Meals)

All SSPPS families are asked to complete the [Educational Benefits Application](#), regardless of income or eligibility. A new application must be submitted each year. By completing the application, your student and family may be eligible for a variety of discounts through SSPPS like free/reduced athletic/activity fees as well as many other discounts like:

- Xcel & MN Power Energy Assistance programs
- Internet Services: Essentials, Frontier Communications
- Phone Services: Assurance Wireless, Easy Wireless, Safelink Wireless, Q-ink Wireless
- MTC Bus
- Science Museum of Minnesota
- Minnesota Children's Museum
- Minnesota Zoo
- YMCA; and much more.

In addition to the benefits your student and family may receive, families also have the potential to help SSPPS. For each qualifying application, SSPPS receives thousands of dollars in state and federal revenue.

For more information on available discounts for qualifying families and how to complete an Educational Benefits Application, visit the District's website at www.sspps.org/educationalbenefits or contact our Student Nutrition Office at (651) 457-9429.

Applying for educational benefits?

Frequently Asked Questions

Who can get free school meals?

Children in households participating in the Supplemental Nutrition Assistance Program (SNAP), Minnesota Family Investment Program (MFIP) or Food Distribution Program on Indian Reservations (FDPIR), and foster children, can get free school meals without reporting household income. Children also qualify for free school meals if their household income falls below the maximum income shown for their household size.

Do I need to apply for free/reduced priced meal benefits every year?

Yes. All SSPPS families are asked to complete the school meal eligibility form, regardless of income or eligibility. Applications for Educational Benefits are approved annually.

- If your family was approved in the 2020-21 school year, you will need to reapply to ensure no disruption of benefits for the 2021-22 school year.
- NOTE: If at any time during the school year your family income status changes (e.g. laid-off, furlough, government shutdown, seasonal work) you are encouraged to complete an application for educational benefits. Once approved for free or reduced priced meal benefits they are in place for the remainder of the school year, regardless of income status.

Can my child receive milk for free if they bring lunch from home?

Milk alone is not provided even though a student qualifies for meal benefits.

Do foster children qualify for free meals?

Yes, foster children who are the legal responsibility of a foster care agency or court are eligible for free meals regardless of household income. Please complete an application identifying the children who are in foster care.

I get support from WIC. Can my children get free meals?

Children in households participating in WIC may be eligible for free meals. Please fill out an Educational Benefits application.

May I apply if someone in my household is not a U.S. citizen?

Yes. You or your child does not have to be a U.S. citizen to qualify for free meals.

Who should I include as household members?

Include yourself and all other people living in the household, related or not (e.g., grandparents, other relatives or friends).

What if my income is not always the same?

List the amount that you normally get. If you normally get overtime, include it, but not if you get overtime only occasionally.

How will the information I provide be kept?

Information you provide on the form, and your child's approval for school meal benefits, will be protected as private data. See the back page of the Application for Educational Benefits for more information about how the information you provide is used.

Will the information I give be verified?

Yes, and we may also ask you to provide written documentation.

If I qualify for free or reduced-price meals, do I qualify for other assistance/benefits?

Yes. Students of those families who qualify for educational benefits also receive financial assistance for participation in activities and athletics. Your approval letter can also qualify for household discounts on some services and activities throughout the state of Minnesota. For more information, see district website at sspps.org/educationalbenefits.

Health Services & Student Wellness

The Mission of SSP Health Services is to promote optimum health status to strengthen educational potential for all students.

Each school is staffed with a Licensed School Nurse and Health Assistant. Nursing care is provided for students who become ill or injured during the school day, need medications or treatments, or have other medical needs.

School Health Services provides care that promotes students' academic success by:

- Managing chronic health care conditions
- Providing interventions that return students to class
- Lessening the number of students sent home
- Shortening illness-related absences
- Identifying health-related barriers and referring for appropriate care
- Providing health screenings such as vision and hearing
- Promoting a safe and healthy school environment

Health Services Staff

Kaposia Education Center

Shawnee Krueger, BSN, RN, PHN, LSN

Nurse Office: (651) 457-9424

Fax: (651) 457-9453

skrueger@sspps.org

Lincoln Center Elementary

Kayla Rogers, BSN, RN, PHN, LSN

Nurse Office: (651) 288-5862

Fax: (651) 457-9423

kayla.rogers@sspps.org

South St. Paul Secondary

Kristin Lefferts, MS, RN, LSN

Nurse Office: (651) 457-9449

Health Assistant: (651) 457-9476

Fax: (651) 457-9455

klefferts@sspps.org



Immunization Requirements

FOR NEWLY ENROLLED STUDENTS AND THOSE ENTERING KINDERGARTEN AND 7TH GRADE

SSPPS has a NO SHOT- NO SCHOOL policy in compliance with Minnesota School Immunization Law. State law requires students entering kindergarten, 7th grade, and those newly enrolled to SSPPS to show proof of required immunizations or to file legal exemptions from immunizations with the school.

Families will be contacted if immunization information is needed in order for their child to attend school. Updated or new immunization information should be sent to the school health office as soon as possible to allow time for processing.

Many clinics in Dakota County provide immunizations at low or no-cost to children without insurance through the [Minnesota Vaccines for Children \(MnVFC\) Program](#). Contact your clinic to find out if they participate in that program. In addition, the Dakota County Public Health Department also provides immunizations for children of all ages without insurance at their [walk-in clinics](#) and by appointment. These clinics also serve children on Minnesota health care plans including MA, MNCare or PMAP. Children under 18 years of age must be accompanied by an adult.

For current information about immunizations from Public Health, call the Immunization Information Line at 952-891-7999 (English and Spanish).



Health Promotion & Care

Health services are provided for students during the instructional day at each school site. Students (early education through grade 12) are required to be in compliance with the Minnesota School Immunization Law. Some students may require prescription and non-prescription medication during the school day. Medication may only be administered by a licensed school nurse or delegated trained school personnel. For more important health information, visit sspps.org/healthservices



Illness

COVID-19 has resulted in additional health and safety protocols. To help keep us safe, students and staff should complete a **Daily Health Assessment** before arriving at school each day. Children should not come to school if they have had:

- a fever of 100.4 degrees or more, the student should stay home for 24 hours after the temperature returns to normal without fever reducing medication such as ibuprofen or acetaminophen;
- has vomited or had diarrhea, the student should stay home until 24 hours after the last episode;
- has had any rash that may be disease-related or the cause is unknown, check with your health care provider before sending the student to school.

Parents/Guardians need to call the school's attendance line when their child is absent due to illness. In addition, parents/guardians are asked to notify the health office if their child has a condition that may impact others (e.g. strep throat, chickenpox, head lice, etc.).

When students become ill or are injured during the school day, parents/guardians are contacted first. If a parent/guardian cannot be reached, a call is made to other individuals listed on the student's emergency contact information. It is the parent/guardian's responsibility to keep all emergency numbers updated with the school. Students will not be released unless accompanied by a responsible adult. It is expected that students will be picked up within one hour of the call to the parent/guardian.



Medications at School

Whenever possible, medications should be given during non-school hours. When it is necessary for a student to receive medication during the school day, the student must bring the following for each medication:

- Medication in the original container with directions;
- Written permission from the parent/guardian; and
- A signed statement from the licensed prescriber; including name of medication, dose and time to be given (including over the counter medications for pain or relief of cough).

All medications, whether prescription or over-the-counter must be kept in the Health Office unless special arrangements (e.g. emergency epinephrine or inhalers) are made with the Licensed School Nurse (LSN). Please contact the school health office to obtain medication authorization forms.



Children with Chronic Health Conditions

Parents should consult with the Licensed School Nurse if they have a child with a diagnosed chronic health condition such as asthma, diabetes, seizures or severe allergies. The nurse, student and family will work with the child's health care provider to establish a health plan that will assist school staff in understanding and accommodating the student's health needs.



Medical, Health & Accident Insurance

The district does not purchase medical, health or accident insurance for students. If a student has an accident, becomes ill, or is injured while at school or participating in district-sponsored activities, families will need to access their own insurance plans to cover any associated costs (e.g. medical care, emergency transportation). The district cannot pay these associated costs.

As a service for SSPPS families, the district does offer a student accident insurance plan for a cost. For more information, contact the school office.

Legal Notifications

SSPPS is required to inform parents/guardians and school employees of the following:

Educational Program Notifications

Title I

As Title I schools, we must meet federal rules related to teacher qualifications as defined in Every Student Succeeds Act (ESSA). These rules allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher has met state qualifications and certification requirements for the grade level and subject he/she is teaching, as well as completing a background check.
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived.
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.
- You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

504 Plans

Section 504 is part of the Rehabilitation Act of 1973. Section 504 protects individuals from discrimination based upon their disability. The South St. Paul Schools, through its policies and practices, follows the nondiscriminatory procedures of Section 504. Parents wishing information concerning 504 planning should contact, Director of Special Services at (651) 457-9466.

Homebound Instruction

The school district provides instruction for students who have documented medical conditions that require the student to be confined to their home. A note from a medical authority must be provided with written verification confining the student to the home for a specific amount of time. A teacher will be assigned to the student and one-hour of instruction will be provided for each school day.

Pledge of Allegiance

Students may recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. Pursuant to Minn. Stat. §121A.11, subdivision 3(c), anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Students and school employees must respect another person's right to make that choice.

Statement of Family/Student Rights

Under the Family Educational Rights and Privacy Act, the Minnesota Government Data Practices Act, the Confidentiality of Information section of the regulations implementing the Education for all Handicapped Children Act of 1975, and the Data Management Policy of Independent School District (Policy 515) parent(s) or legal guardian(s), and eligible students have the following rights:

- The right, if asked to provide private or confidential data, to be informed of:
 - a. the purpose and intended use of the data within the school system;
 - b. whether they may refuse or is legally required to supply the requested data;
 - c. any known consequences data; and
 - d. the identity of other persons or entities authorized by state or federal law to receive the data
- The right to inspect and review the student's education record.
- The right to explanations and interpretations of the record.
- The right to have a representative of the parent(s) or legal guardian(s) or eligible student inspect and reviews the records.
- The right to exercise a limited control over other people's access to the student's education record.
- The right to seek to correct the student's education record; in a hearing if necessary.
- The right to report violations of the rules and regulations, cited above, to the Department of Education.

Students Experiencing Homelessness

The McKinney-Vento Homeless Assistance Act, part of the federal Every Student Succeeds Act (ESSA), ensures educational rights and protections for children and youth experiencing homelessness. To ensure that these children have access to educational programs, school districts are required to implement transportation provisions. School districts must within reason provide students experiencing homelessness with transportation to and from their school of origin. If you have questions about the McKinney-Vento Homeless Assistance Act, contact your student's school for further information.

Health & Safety Notifications

Asbestos

The district is committed to providing a safe and healthy environment for building occupants and employees, to include ongoing efforts related to the management and control of asbestos-related materials.

The Asbestos Hazard Emergency Response Act (AHERA) requires that each school district notify workers and building occupants annually regarding asbestos-related activities. Until the late seventies, asbestos was commonly used in commercial and residential building materials, such as floor tile, fireproofing spray and thermal system insulation on pipes, tanks and boilers. In the late 1980s, all school buildings were inspected for asbestos-containing building materials according to AHERA protocol, using accredited inspectors.

Based on the results of these inspections, management plans were developed for each school where asbestos was found. These plans are on file and are available for review by contacting the Buildings and Grounds Office at (651) 457-9431.

AHERA also requires that districts conduct periodic surveillance inspections every six months to evaluate the condition of asbestos-containing materials and that the district completely re-inspect buildings every three years. This is done to best ensure all asbestos-containing materials are maintained in a safe condition. Complete details are available upon written request and copies of inspections are available at each individual school.

Indoor Air Quality

To help improve our school environment and comply with requirements established by the Minnesota Department of Education (MDE), SSPPS has developed and implemented an Indoor Air Quality Management Plan that addresses indoor air quality issues throughout the district. Walkthroughs and inspections of district buildings are performed annually to detect current problems and help prevent future problems from occurring. Specific district information is available upon request by contacting David Slomkowski, health and safety coordinator (651) 457-9432. General information regarding indoor air quality is also available from the Department of Health at www.health.state.mn.us/communities/environment/air/schools/.

Lead in Drinking Water

SSPPS has historically conducted, and continues to conduct, Lead in Drinking Water testing per the Minnesota Department of Health's "Reducing Lead in Drinking Water: A Technical Guidance for Minnesota's Schools" recommendations and Minnesota Statute 121A.335 requirements. For more information, contact David Slomkowski, health and safety coordinator (651) 457-9432.

Pesticides/Herbicides Application

As needed, SSPPS applies certain pesticides and herbicides on school property.

Herbicides

Because of such variables as weather, it is difficult to predict the day on which herbicides will be applied. As a general rule, the district applies only one herbicide (i.e. dandelion preventer). It is applied twice yearly in June and August, during times when there is no scheduled use of the affected area.

Pesticides

Because the district applies pesticides only on an as-needed basis, it is likewise difficult to predict exactly when they will be applied. The district contracts with a pest elimination service to inspect each building monthly. Category IV pesticides are applied only in affected areas, on average twice per year in each building, and always on non-school days. Category IV pesticides are in the least harmful category, and are not regulated by state notification laws.

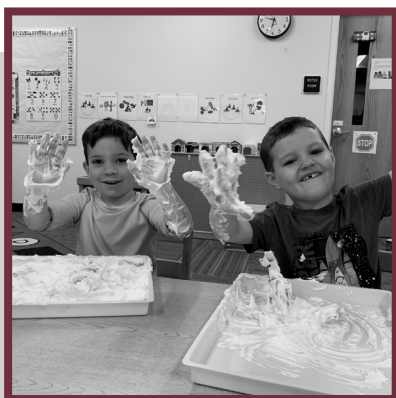
If you would like to be notified prior to pesticide or herbicide application, or if you have any questions about this or any other health or safety issue, contact David Slomkowski, health and safety coordinator (651) 457-9432, or **Mark Fenton**, director of buildings and grounds (651) 457-9431.



SSP/TriDistrict Community Education

South St. Paul Community Education, an integral part of the South St. Paul Public Schools, delivers community-driven programming to meet both the individual and collective needs of our unique South St. Paul community. Programs are created to inspire and engage learners at every age and stage of life. For more information, call (651) 306-3632 or visit sspps.org/communityed.

South St. Paul Community Education programs include:



Early Education

The Early Learning/Family Center offers high-quality education opportunities for families with children from birth through age five. New baby classes, parent education, inclusive preschool programming and kindergarten readiness are all part of serving the district's youngest learners.



Youth Programs

A variety of fun and educational activities are offered through KIDS Choice school-age care (gr. K-5), Packer Pad (gr. 6-8), and enrichment classes (grades K-12). These opportunities are available before and after school, on many school release days and all summer.




Adult Programs


Lifelong learners thrive. They are happier, healthier and more connected. Our programs, including adult enrichment, Access adults with disabilities programs, older adult programming, and Adult Basic Education (A.B.E.) all provide opportunities for adults to continue learning and following their passion.



To register,
call (651) 306-3632 or visit sspps.org/communityed

2021-22 Student Non-School Days Calendar

 No school for students

 Used for educators to engage in curriculum work, instructional delivery, assessment reporting, and communicating with parents

First day of classes, grades 1-12: Sept 7, 2021
First day of classes, kindergarten: Sept 9, 2021
First day of classes, PreK: Sept 13, 2021

July 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

September 2021						
Su	M	Tu	W	Th	F	Sa
						4
5		7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14		16
17	18	19	20			23
24	25	26	27	28	29	30
31						

November 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11		13
14	15	16	17	18	19	20
21	22	23				27
28	29	30				

December 2021						
Su	M	Tu	W	Th	F	Sa
			1	2		4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22			25
26						

January 2022						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16		18	19	20	21	22
23	24	25	26	27		29
30						

February 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20		22	23	24	25	26
27	28					

March 2022						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10		12
13		15	16	17	18	19
20	21	22	23	24	25	26
27						

April 2022						
Su	M	Tu	W	Th	F	Sa
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2021						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29		31				

June 2022						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8			11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Last day of classes: June 8, 2022

District Directory

District Office

104 5th Avenue South
Phone: (651) 457-9400
Fax: (651) 457-9485
sspps.org

Transportation

Phone: (651) 457-9474
sspps.org/transportation

Nutrition Services

Phone: (651) 457-9429
sspps.org/nutritionservices

Special Services

Phone: (651) 457-9496
sspps.org/specialservices

Parent Tech Help

Phone: (651) 457-9458
ParentTechHelp@sspps.org

Early Childhood Screening

357 9th Avenue North
Phone: (651) 288-6897
sspps.org/earlychildhoodscreening

Community Education & Adult Basic Education

100 7th Avenue North
Phone: (651) 306-3632
Fax: (651) 457-9485
Español: (651) 306-3644
sspps.org/communityed

Early Learning (Birth-5):

Family Education Center

104 5th Avenue South
Phone: (651) 457-9418
Fax: (651) 457-9485
sspps.org/earlylearning

Office Hours: 7 a.m. - 4 p.m.

Director: Connie Garling-Squire

Elementary (PreK-5):

Kaposia Education Center

1225 First Avenue South
Phone: (651) 451-9260
Fax: (651) 457-9453
Attendance: (651) 457-9422
sspps.org/kaposia

School Hours: 9 a.m. - 3:35 p.m.

Principal: Terry Bretoi

Lincoln Center Elementary

357 9th Avenue North
Phone: (651) 457-9426
Fax: (651) 457-9423
Attendance: (651) 457-9498
sspps.org/lincolncenter

School Hours: 8:20 a.m. - 2:55 p.m.

Principal: Mike Fugazzi

Secondary (6-12):

South St. Paul Secondary

700 North Second Street
Phone: (651) 457-9408
Fax: (651) 457-9455
Attendance: (651) 457-9415
Activities Hotline: (651) 457-9419
sspps.org/secondary

School Hours:

7:00-7:45 a.m. (zero hour)

7:50 a.m. - 2:30 p.m.

Principal (grades 9-12): Chuck Ochocki

Principal (grades 6-8): Leah Bourg

SSP Education Center (10-12):

Community Learning Center

710 19th Avenue North
Phone/Attendance: (651) 450-9966
Fax: (651) 306-3666
sspps.org/clc

School Hours: 7:45 a.m. - 2:20 p.m.

After School Program Hours:

2:30-4:00 p.m. (Tues-Thurs)

Flex Program Hours:

2:45-5:15 p.m. (Mon-Thurs)

Principal: Chuck Ochocki

Assistant Principal: Robin O'Reilly

South St. Paul School Board Members



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South St. Paul, MN 55075
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Passionate Learners, Positively Changing Our World

2021-22

**South St. Paul Secondary School
Activities Department
Student Handbook**



**(651) 457-9462 office
(651) 457-9420 fax
(651) 457-9419 hotline**

***Visit us at
www.sspps.org***

Table of Contents

Activities Department Overview	3-4
Activities Offered	5
Department Offerings/Summaries	
Instrumental Music	6
Vocal Music	6
Theatrical Arts	6
Academic Competitions	7
Community Service	8
Student Government	8
Yearbook	8
Athletics – Fall	9
Athletics – Winter	10
Athletics – Spring	11
Participation/Eligibility Requirements	
Activity Fee Information	12
Forms Required for Participation	13
Scholastic Eligibility	14
Standard Rules and Practices	15-20
NCAA Collegiate Eligibility Standards	21
Activities/Athletics Handbook Signature Sheet	22
District Policies	
Harassment and Violence Policy	23-25
Search of Student Lockers, Desks, Personal Possessions, and Students Personal Policy	26-31
Bullying Prohibition Policy	32-33
Hazing Prohibition Policy	34-35

Activities Department Overview

South St. Paul Public School District offers a comprehensive interscholastic activities program designed to meet the interests of the students. This program is an opportunity and a privilege afforded to students in the South St. Paul School District.

A function of the activities program is to promote lifelong personal growth and development. Student participation in activities can encourage individual development by providing opportunities for leadership, sportsmanship, fellowship, teamwork, commitment to goal achievement, character building, communication skills, and school pride.

Through their involvement in the activities program, students are expected to improve their decision making processes, develop self discipline and self esteem, respect individual differences, and provide a healthy attitude toward addressing challenges.

Opportunities for participation are offered on a seasonal basis, additional activities may become available throughout the school year. Many groups/teams are open to all students; others have try-outs or special requirements.

The activities program will provide a well rounded, professionally directed and supervised program at all levels. The program shall operate primarily for the benefit of the students who participate directly or vicariously in these activities, although the importance of public fan and spectator support is also recognized and appreciated.

Participation in activities is a privilege for those students who meet the standards of eligibility adopted by the school district, conference and state associations.

Mission Statement

The mission of the South St. Paul Activities program is to promote healthy youth development through programs that encourage participation, healthy life styles, development of positive attitudes and skills, and a sense of accomplishment. Consistent with the mission of the activities program, the Board of Education believes that co-curricular activities can be a vital educational experience and can contribute to healthy youth development.

Belief Statements

We believe that....

- Participation in school activities is a privilege and not a right.
- Sportsmanship needs to have a constant presence in all school-based activity programs.
- Students should have an equal opportunity to participate in all activities offered by their school.
- Ethical behavior, dignity and respect are non-negotiable.
- Student participants who choose to be chemically free need to be supported.
- Collaborative relationships with parents enhance a school's opportunity to positively impact student success.
- Academic priorities must come before participation in athletic and fine arts activities.
- The success of the team is more important than individual honors.
- Compliance with school, community and league rules is essential for all activity participants.
- Ethical behavior, fairness, and embracing diversity best serve students and the school communities.
- Programs should develop self concept, self discipline, cooperative spirit, leadership potential, citizenship, and character of the participants.
- Programs should promote and develop the physical, mental and psychological attitudes of the participants.
- Programs should provide the students and the community with the opportunity to develop pride in themselves and their school.
- The programs should provide students with the opportunity to have fun, learn through competition, learn to respect the other participants, and abide by the codes of the activity.

Our Department's Philosophy

We will provide a diverse range of opportunities for young men and women under the competent leadership of well qualified coaches and advisors.

We wish to nurture, together with the community, our valued tradition of success by continually striving for excellence.

We shall make every attempt to give each student who desires to participate an opportunity. In certain activities, participation is limited and tryouts are held. Coaches and advisors are expected to explain their policies at the beginning of the season.

In activities that have levels of competition such as Sixth, Seventh, Eighth, Ninth, B-Squad (sophomore), Junior Varsity, and Varsity; we will follow these general guidelines:

Sixth, Seventh, and Eighth - All students showing interest are given an opportunity to try out for a team. Emphasis is placed on fundamental skill development.

Ninth, B-Squad or Junior Varsity - Participation is valued; however, development of individual participants for varsity level competition is of **equal importance**.

Varsity - Participation may be limited and is generally reserved for students in grades nine through twelve. Participation in these programs is based on the decisions of the coaching staff or advisor and are made with the competitiveness of the team in mind. On a case by case basis, students in grades seven and eight will receive consideration.

Activities Offered 2020-21

for Grades 6-12

Fall Athletics	Start Date (gr. 9-12)	Start Date (gr. 7-8)	Start Date (gr. 6)
Cross Country (boys/girls)	Monday, August 16, 2021	Monday, August 16, 2021	N/A
Football	Monday, August 16, 2021	Monday, August 30, 2021	N/A
Soccer (boys)	Monday, August 16, 2021	Tuesday, September 7, 2021	N/A
Soccer (girls)	Monday, August 16, 2021	Tuesday, September 7, 2021	N/A
Swimming & Diving (girls)	Monday, August 16, 2021	Monday, August 16, 2021	N/A
Tennis (girls)	Monday, August 16, 2021	Tuesday, September 7, 2021	Tuesday, September 7, 2021
Volleyball (girls)	Monday, August 16, 2021	Tuesday, September 7, 2021	N/A
Winter Athletics	Start Date (gr. 9-12)	Start Date (gr. 7-8)	Start Date (gr. 6)
Basketball (boys)	Monday, November 22, 2021	Monday, January 3, 2022	N/A
Basketball (girls)	Monday, November 15, 2021	Monday, October 25, 2021	N/A
Dance Team	Monday, October 25, 2021	Monday, October 25, 2021	N/A
Gymnastics (girls)	Monday, November 8, 2021	Monday, November 8, 2021	N/A
Hockey (boys)	Monday, November 15, 2021	N/A	N/A
Hockey (girls)	Monday, November 1, 2021	Monday, November 1, 2021	N/A
Swimming (boys)	Monday, November 29, 2021	Monday, November 29, 2021	N/A
Wrestling (boys)	Monday, November 22, 2021	Monday, October 25, 2021	Monday, October 25, 2021
Spring Athletics	Start Date (gr. 9-12)	Start Date (gr. 7-8)	Start Date (gr. 6)
Baseball (boys)	Monday, March 21, 2022	Monday, April 4, 2022	N/A
Golf (boys)	Monday, March 21, 2022	Monday, March 21, 2022	N/A
Golf (girls)	Monday, March 21, 2022	Monday, March 21, 2022	N/A
Lacrosse (boys/girls)	Monday, April 4, 2022	N/A	N/A
Softball (girls)	Monday, March 14, 2022	Monday, March 14, 2022	N/A
Tennis (boys)	Monday, March 28, 2022	Monday, March 28, 2022	N/A
Track & Field (boys)	Monday, March 14, 2022	Monday, April 4, 2022	Monday, April 4, 2022
Track & Field (girls)	Monday, March 14, 2022	Monday, April 4, 2022	Monday, April 4, 2022
School Sponsored Activities		Clubs / Affinity Groups	
<u>Instrumental Music</u> Band - Pep/Sports (7-12) Band - Jazz/Combo (7-12)	<u>Community Service</u> Key Club (9-12) Peer Tutoring Targeted Services	Drama Club (7-12) Peace Jam (6-12) Drumline (7-12) Students Against Destructive Decisions (SADD) 9-12 Black Pride Organization (BPO) 6-12 Comunidad de Latinos Unidos (CDLU) 6-12 Sexuality and Gender Alliance (SAGA) 6-12 Women's Society 9-12	
<u>Academic Competition</u> Debate (7-12) Knowledge Bowl (6-8) Knowledge Bowl (9-12) Lego League (6-8) Math Team (6-8) Math Team (9-12) Robotics (9-12) Speech (7-12)	<u>Student Government</u> Student Council (6-8) Student Council (9-12)		
	<u>Yearbook</u> Yearbook (9-12)		
	<u>Vocal Music</u> Show Choir (8-12)		
	<u>Theatrical Arts</u> Theatre (6-12)		
		Community Sponsored Activities	
		Bowling (6-12) Dance Team – Fall (6-12) Trap Team (6-12)	

Department Offerings

Instrumental Music

Band (Pep/Sports)

The Pep Band is a select group of high school band members that play at Packer athletic contests during the fall and winter seasons.

Band (Jazz Ensemble)

Jazz Ensemble is open to students in grades seven through twelve who have experience in the study of jazz and who wish to work on advanced jazz literature. Membership in this group is achieved through the audition process or director appointment. Instrumentation is limited to trumpet, saxophone, trombone, drums, piano, bass guitar, and electric guitar.

Combo Band

The Combo Band is a select group of high school band members that perform along with the Show Choir during the winter season. Styles vary from classical repertoire to jazz. Performance venues will include High School Choral Concerts, Solo and Ensemble Contest, community clubs, meetings, and festivals.

Vocal Music

Show Choir

Show Choir is an auditioned performing group for students in grades eight through twelve. Styles vary from classical repertoire to jazz. Part independence, vocal and accompaniment blending techniques, microphone use and technique, developing musicality, and advanced sight reading are all taught and emphasized during the course of the year. Performance venues will include High School Choral Concerts, Solo and Ensemble Contest, community clubs, meetings, and festivals.

Theatrical Arts

Theatre Department

The Theatre Department produces three performances each school year, and a community production in the summer. Involvement is by audition only and is primarily for students in grades six through twelve. Occasionally elementary students and members of the community at large are auditioned as the production demands.

Academic Competition

Debate

Debate is an activity for students in grades seven through twelve who wish to participate in the art of competitive reasoning. Students research subjects and compete in oral argument against six consecutive opponents to win over opinion of the audience and judges.

Knowledge Bowl (Middle School 6-8 and High School 9-12)

Knowledge Bowl, a competition for students in grades six through twelve, focuses on recall, problem solving, critical thinking and cooperation. In this series of academic contests, five member teams compete by answering questions from secondary curriculum areas. Students compete at a combined 6th, 7th, and 8th grade level, and a Varsity level.

Lego League (6th Grade)

The FIRST LEGO LEAGUE is a scaled-down robotics program designed for middle school students. Every year, a new challenge is announced that focuses on a different real-world topic related to the sciences. Each challenge within the competition then revolves around that theme. The robotics part of the competition revolves around designing and programming Lego Mindsteams robots to complete tasks. The students work out solutions to the various problems they are given and then meet for regional tournaments to share their knowledge, compare ideas, and display their robots.

Math Team – Middle School (6-8)

Middle School Math Team is for students in grades six through eight want to improve their mathematics skills and have fun. Practices start in September and the last meet is the first Saturday of February. We like to have participants practice with team members who are in the same grade level. Bring a great attitude, pencil, and a calculator if you have one. We are very flexible with practices to allow for participation in other activities.

Math Team - Senior High (9-12)

Senior High Math Team is for students in grades nine through twelve. The students compete in Math League tournaments in both individual and group events.

Robotics

Robotics is an opportunity for all South Saint Paul students in grades seven through twelve with interests in math, science, engineering, computer programming, marketing and media, to build a team and a robot to compete in the *FIRST* Robotics Competition. The mission is to inspire young people to be science and technology leaders, by engaging them in exciting hands on experiences that build science, engineering and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership.

Speech

Speech is open to students in grades seven through twelve who have an interest in public speaking and wish to develop skills in writing and oral interpretation. Individuals gain poise and confidence by competing in one or more of thirteen categories including: Creative Expression, Discussion, Dramatic Duo, Extemporaneous Reading and Speaking, Great Speeches, Humorous Interpretation, Informative Speaking, Original Oratory, Serious Interpretation of Drama, Poetry, and Prose, and Story Telling.

Spelling Bee

The Spelling Bee program is designed to help students develop the basic skill of spelling. Students in grades five through eight participate at the building level and may advance to district, region, state, and national levels in a traditional spelling bee format.

Community Service

Key Club

The main goal of the Key Club is to encourage students in grades nine through twelve to volunteer their time to help people in need. This volunteering ranges from raising money for an organization to helping out at a soup kitchen. Our club feels that it is important that students learn the importance of helping others and helping the community in which they live.

Student Government

Student Council - Middle School (6-8)

The Middle School Student Council is combined of students in grades six through eight. The council creates activities to encourage school and community pride. This organization plans community service projects. Students are elected by and serve as representatives of the student body.

Student Council - Senior High

The Senior High Student Council creates activities to encourage school and community pride. This organization plans community service projects. Students are elected by and serve as representatives of the student body.

Yearbook

Kaposia Yearbook - Senior High

The Kaposia Yearbook is a publication for students in grades nine through twelve. Yearbook staff put together the yearbook from cover to cover. Each staffer is given a section and is responsible for finding pictures and writing the story. Staff also edit and create page layouts and graphics.

Athletics (Fall)

Cross Country (Boys & Girls)

Boys and girls in grades seven through twelve practice as one team with a shared coaching staff and compete by gender in groups according to their ability. Other than footwear, competition uniforms are supplied.

Football (Boys)

7th and 8th grade students will be divided by ability into an "A" team and a "B" team at each grade levels – 8th and 7th grade. Weight limits shall be 170 lbs. for 8th grade and 140 lbs. for 7th grade. Anyone over those weights must be an interior lineman (center, guards and tackles) and not be the intended ball carrier, including special teams. Tight ends are not considered interior linemen.

Other squads offered are Freshman, B-Squad, Junior Varsity, and Varsity, each determined by the player's ability. Equipment other than mouth guards and cleats is supplied by the school.

Soccer (Boys)

7th and 8th grade students compete in mixed squads of grades seven and eight grouped by ability. Other squads offered are Freshman, B-Squad, and Varsity, each determined by the player's ability. Equipment other than mouth guards and footwear is supplied by the school.

Soccer (Girls)

7th and 8th grade school students compete in mixed squads of grades seven and eight grouped by ability. Other squads offered are Freshman, B-Squad and Varsity, each determined by the player's ability. Equipment other than mouth guards and footwear is supplied by the school.

Swimming and Diving (Girls)

Girls in grades seven through twelve are grouped by ability and may compete at Junior Varsity or Varsity levels. Girls supply their own suit (preferably the coach approved team suit), towels, caps, and goggles. Team warm-up uniforms are supplied.

Tennis (Girls)

Girls may compete at a combined 6th through 8th grade level, Junior Varsity, or Varsity levels according to ability. Girls supply their own racquet and footwear. Team uniforms and tennis balls are supplied by the school.

Volleyball (Girls)

Girls may compete at Seventh Grade, Eighth Grade, Ninth Grade, Junior Varsity, and Varsity levels according to ability. Team uniforms other than footwear are supplied.

Athletics (Winter)

Basketball (Boys)

Boys may compete at Grade Seven, Grade Eight, Grade Nine, B-Squad, Junior Varsity and Varsity levels according to ability. Team uniforms other than footwear are supplied.

Basketball (Girls)

Girls may compete at Grade Seven, Grade Eight, Grade Nine, B-Squad, Junior Varsity and Varsity levels according to ability. Team uniforms other than footwear are supplied.

Dance Team

Girls in grades seven through twelve participate on a tryout basis. Participants choreograph and learn dance routines and formations to compete at conference meets, school invites, and section/state tournaments. Team uniforms other than footwear are supplied.

Gymnastics

Girls in grades seven through twelve participate at the Junior Varsity and Varsity level with competition position placement by ability. Team uniforms other than footwear are supplied.

Hockey (Boys)

Boys in grade nine through twelve are eligible to participate at Junior Varsity and Varsity levels on a tryout basis (seniors are not eligible to play JV). Team uniforms other than footwear are supplied.

Hockey (Girls)

Girls in grades seven through twelve are eligible to participate at Junior Varsity and Varsity levels on a tryout basis (seniors are not eligible to play JV). Team uniforms other than footwear are supplied.

Swimming and Diving (Boys)

Boys in grades seven through twelve are grouped by ability and may compete at Junior Varsity or Varsity levels. Boys supply their own suit (preferably the coach approved team suit), towels, caps, and goggles. Team warm-up uniforms are supplied.

Wrestling (Boys & Girls)

Boys compete according to weight and ability. Wrestlers may compete at the Middle School (6-8), Junior Varsity (7-12) and Varsity (7-12) levels. Team uniforms other than footwear and mouth guards are supplied.

Athletics (Spring)

Baseball (Boys)

Boys compete at Seventh Grade, Eighth Grade, Ninth Grade, B-Squad, Junior Varsity and Varsity levels according to ability. 7th and 8th grade teams are split evenly by ability. Team uniforms other than footwear and glove are provided.

Golf (Boys)

Boys in grades seven through twelve compete at the Varsity and JV levels through tryouts.

Golf (Girls)

Girls in grades seven through twelve compete at the Varsity and JV levels through tryouts.

Lacrosse (Boys)

South St. Paul co-ops with Minnehaha Academy for Boys' Lacrosse. Boys compete at a combined 9th through 12th grade Varsity/JV level according to age and ability.

Lacrosse (Girls)

South St. Paul co-ops with St. Croix Preparatory Academy for Girls' Lacrosse. Girls compete at a combined 9th through 12th grade Varsity/JV level according to age and ability.

Softball (Girls)

Girls compete at Seventh Grade, Eighth Grade, Ninth Grade, B-Squad, Junior Varsity and Varsity levels according to ability. 7th and 8th grade teams are split evenly by ability. Team uniforms other than footwear and glove are provided.

Tennis (Boys)

Boys may compete at a combined 6th through 8th grade level, Junior Varsity, or Varsity level according to ability. Boys supply their own racquet and footwear. Team uniforms and tennis balls are supplied by the school.

Track & Field (Boys)

Boys compete at a combined 6th through 8th grade level or Varsity levels according to age and ability. Team uniforms other than footwear are provided.

Track & Field (Girls)

Girls compete at a combined 6th through 8th grade level or Varsity levels according to age and ability. Team uniforms other than footwear are provided.

Participation/Eligibility Requirements

Activity Fee Information 2021-22

To provide the best possible staff, facilities and equipment while making an effort to reduce any financial impact on the classroom, a fee is charged for participation in all extracurricular activities. Payment of the fee is required before equipment can be issued and practice begins.

If a student participant is cut or dropped, or if an injury or illness prevents continuation in an activity from a high school team or group, a refund will be made up until the time of the first contest or performance of the team or group of which he or she is a member.

Any student participant quitting an extracurricular activity will not receive a refund. The Administrator in Charge of Activities will determine special eligibility for refunds. Any students in grades 7 or 8 that will be playing at or above the freshman level will pay the amount required by students in grades 9 thru 12.

<i>Sport/Activity</i>		<i>2021-22 Fees</i>	<i>Reduced Lunch</i>	<i>Free Lunch</i>
Band - Jazz / Combo Band (7-12)		\$130.00	\$70.00	\$40.00
Band - Pep (7-12)		\$45.00	\$35.00	\$25.00
Baseball (7-8)		\$110.00	\$60.00	\$30.00
Baseball (9-12)		\$195.00	\$105.00	\$40.00
Basketball (7-8)		\$110.00	\$60.00	\$30.00
Basketball (9-12)		\$195.00	\$105.00	\$40.00
Cross Country (7-12)		\$175.00	\$95.00	\$40.00
Dance Team - Winter (7-12)		\$175.00	\$95.00	\$40.00
Debate Team (7-12)		\$130.00	\$70.00	\$40.00
Football (7-8)		\$130.00	\$70.00	\$30.00
Football (9-12)		\$195.00	\$105.00	\$40.00
Golf (7-12)		\$175.00	\$95.00	\$40.00
Gymnastics (7-12)		\$195.00	\$105.00	\$40.00
Hockey (7-12)		\$220.00	\$110.00	\$40.00
Knowledge Bowl (6-8)		\$110.00	\$60.00	\$30.00
Knowledge Bowl (9-12)		\$130.00	\$70.00	\$40.00
Lacrosse (9-12)		\$220.00	\$110.00	\$40.00
Lego League (6-8)		\$110.00	\$60.00	\$30.00
Math Team (6-8)		\$110.00	\$60.00	\$30.00
Math Team (9-12)		\$130.00	\$70.00	\$40.00
Robotics (7-12)		\$130.00	\$70.00	\$40.00
Soccer (7-8)		\$110.00	\$60.00	\$30.00
Soccer (9-12)		\$195.00	\$105.00	\$40.00
Softball (7-8)		\$110.00	\$60.00	\$30.00
Softball (9-12)		\$195.00	\$105.00	\$40.00
Speech Team (7-12)		\$130.00	\$70.00	\$40.00
Swimming & Diving (7-12)		\$175.00	\$95.00	\$40.00
Tennis (6-8)		\$110.00	\$60.00	\$30.00
Tennis (9-12)		\$175.00	\$95.00	\$40.00
Theatre (6-12) <i>per production</i>		\$75.00	\$45.00	\$35.00
Track & Field (6-8)		\$110.00	\$60.00	\$30.00
Track & Field (9-12)		\$175.00	\$95.00	\$40.00
Show Choir		\$130.00	\$70.00	\$40.00
Volleyball (7-8)		\$110.00	\$60.00	\$30.00
Volleyball (9-12)		\$195.00	\$105.00	\$40.00
Wrestling (6-8)		\$110.00	\$60.00	\$30.00
Wrestling (9-12)		\$195.00	\$105.00	\$40.00
Individual Cap		\$390.00	\$210.00	\$80.00
Family Cap		\$555.00	\$285.00	\$105.00

Forms Required for Participation

Parental Permit and MSHSL Form

These signed documents must be completed and turned in prior to participation and will be kept on file in the Activities Office.

Transportation Agreement Form

This signed document must be completed and turned in prior to participation and will be kept on file in the Activities Office.

Physical Examination (where applicable)

A physical exam is required the first year of participation and every three (3) years thereafter. The physical form must be completed by the physician and submitted to the Activities Office prior to participation. The form will be kept on file in the Activities Office.

Emergency Medical Authorization

Each participant's parents or legal guardians shall complete an emergency medical authorization card giving permission for treatment by a physician or hospital when the parents or guardians are not available. The card must be completed and turned in prior to participation and will be kept in the team medical kit for availability at all practices and contests.

Insurance Waiver

The school district **does not** carry insurance to cover student athletic and co-curricular injuries.

If a participant's parents or legal guardians feel they have adequate insurance coverage in the event of an injury, and therefore will not hold Special School District #6 liable for any costs, a waiver must be signed and returned with all other activity registration information.

As a service to the students and their families, the school district makes available a student accident insurance plan for participants in both athletic and co-curricular activities at a very nominal cost. For more information, please contact the Activities Office.

Risk of Participation

All participants and parents must realize the risk of serious injury which may result through participation in an activity. South St. Paul High School will use the following safeguards to make every effort to prevent injury:

1. Conduct parent and participant meetings prior to the start of the season to fully explain the activity policies and to advise, caution, and warn of the potential for injury.
2. Maintain a continuing education program for coaches and advisors to learn the most up-to-date techniques and skills to be taught in their activity.
3. Instruct all participants about the dangers of participation in their particular activity.
4. Encourage students to train year round to be in proper condition to avoid injury.
5. Provide and maintain safe equipment and facility conditions.

South St. Paul High School Activities Department Student Handbook Signature Page

This signed document must be completed and turned in prior to participation and will be kept on file in the Activities Office.

Scholastic Eligibility

In order to participate in a South St. Paul Secondary co-curricular activity, each participant must make satisfactory academic progress.

To be eligible for participation a student must meet a 1.70 GPA criterion the previous marking period. A student who has failed to meet the 1.70 GPA criterion will be placed on academic probation and will be ineligible to participate in co-curricular contests and/or performances, according to the following conditions:

- 1) The student is permitted to practice or rehearse, but may not compete or perform in a contest or performance during the period of academic probation.
- 2) The student is ineligible for whichever is greater: two consecutive interscholastic contests or two weeks (fourteen calendar days) of the new marking period.*

Following the period of ineligibility, if a review of the student's academic performance indicates that the student is performing at a satisfactory level, eligibility may be regained. If the review indicates the student is failing to meet the 1.70 GPA criterion, he or she cannot regain eligibility until the end of the grading period.

*If a student is found to be academically ineligible at the beginning of a fall season, that student will serve a two week suspension from the date of the first game of his/her team. The student's academic progress will be reviewed after two weeks of the fall marking period. If the review indicates that the student is performing at a satisfactory level, the student will regain eligibility. If the review indicates the student is failing to meet the stated criterion, he or she cannot regain eligibility until the end of the grading period.

Scholastic Eligibility Calendar for 2021-22

First Trimester Date (for winter eligibility)

- Monday, December 20, 2021

Second Trimester Date (for spring eligibility)

- Monday, March 28, 2022

Third Trimester Date (for fall eligibility)

- Monday, June 27, 2022

Standard Rules and Practices of the Activities Department

The Activities Department operates under the policies and governance of three organizations. The role of each of these organizations is articulated below:

The Board of Education – Special School District #6

The Board of Education is the governing agency for South St. Paul Public Schools. The Board of Education is responsible for the following areas: (1) interpreting the needs of the community, (2) developing policies in accordance with state statutes and mandates and in accordance with the educational needs and wishes of people of Special School District 6, (3) approving means by which professional staff may make these policies effective, (4) evaluating the activities program in terms of its value to the community.

All of the South St. Paul Public Schools policies can be found on the District's website at <http://www.sspps.org>, under the tab for "District." Students should pay particular attention to the policies in Section 500 which specifically pertains to students. Questions regarding policies can be directed to the building administrator.

The Minnesota State High School League

All schools are voluntary members of the Minnesota State High School League and compete only with member schools. As a member school district, South St. Paul agrees to abide by and enforce all rules and regulations endorsed by this League. The primary role of the state association is to maintain rules and regulations that ensure equity in competitions for the student participants and a balance with other educational programs. The association solicits input and is responsive to requests for rule modification from member schools, appointed committees, and coaches' associations. The state association attempts to enforce such rules that assure the greatest good for the greatest number and to ensure that competition is conducted in an appropriate manner.

Metro East Conference

South St. Paul High School is a voluntary member of this conference. This conference was established for the primary purpose of promoting selected interscholastic activities among member schools and the assurance of such advantages as may be gained by a union of effort. The conference membership facilitates the arranging of schedules, equalizing competition, conducting league meets, and determining league championships. Membership implies abiding by conference schedules, rules, and regulations. Other Metro East Conference members include Hastings, Henry Sibley, Hill Murray, Mahtomedi, North St. Paul, Tartan, St. Thomas, and Simley.

Minnesota State High School League & South St. Paul Schools Policies

Minnesota State High School League rules govern all eligibility for participation and are available in the Activities Office. These rules apply to all activities for boys and girls.

These training rules and rules related to student code of conduct shall be read and explained to each group prior to or on the first day of organized practice.

A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the Activities Department. The community, school administrators, and staff feel strongly that high standards of conduct, behavior and citizenship are essential in maintaining a sound program of activities. The member schools of the Minnesota State High School League believe that participation in interscholastic activities is a privilege which is accompanied by responsibility.

MSHSL Chemical Health and Code of Conduct Policies

Code of Conduct

Participation in interscholastic activities is a privilege which is accompanied by responsibilities a student participating in league sponsored activities. Students and parents need to understand and accept the following responsibilities:

1. I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
2. I will be fully responsible for my own actions and the consequences of those actions.
3. I will respect the rights and property of others.
4. I will respect and obey the rules of my school and the laws of my community, my state, and my country.
5. I will show respect to those who are responsible for enforcing the rules of my school, and the laws of the community, state and country.

Chemical Health

A student shall not at any time, regardless of the quantity:

1. Use or consume, have in possession a beverage containing alcohol
2. Use or consume, have in possession tobacco
3. Use or consume , have in possession, buy, sell, or give away any controlled substance or drug paraphernalia

Violations for either, the Chemical Violation policy and the Code of Conduct policy, will result in the following penalties being assessed:

First Violation

The student shall lose eligibility for the next 2 weeks (14 consecutive days) or two events/games whichever is greater.

Second Violation

The student shall lose eligibility for the next 3 weeks (21 consecutive days) or six events/games whichever is greater.

Third Violation

The student shall lose eligibility for the next 4 weeks (28 consecutive days) or twelve events/games whichever is greater.

Additional Consequences

Any South St Paul student who violates the policies for Chemical Health or Code of Conduct will be ineligible to earn the VFW honor Awards at the end of their senior year. A student who has a chemical violation or a student who have a Code of Conduct violation will not be eligible to serve in any leadership capacity such as captain for one full calendar year from the date of the violation.

Any student who is found to be in violation of the MSHSL by-law will lose their captancy and will not be eligible to be a captain for one full calendar year.

Parents will be asked to sign the athletic or activities code of responsibilities form, along with the student, to indicate an understanding and willingness to abide by the rules and regulations of South St. Paul High School and the Minnesota State High School League.

All of the South St. Paul Public Schools policies can be found on the District's website at <http://www.sspps.org>, under the tab for "District Policies." Students should pay particular attention to the policies in Section 500 which specifically pertains to students. Questions regarding policies can be directed to the building administrator.

In addition to the policies and rules established by the Activities Department governing organizations, the department has established a set of standard operating policies. These rules and policies are articulated below.

Activities Department Policies

Participation

A student may participate in more than one activity per season. Participation in more than one activity per season requires the approval of the all coaches or advisors involved.

Lettering

Special School District #6 and South Saint Paul Secondary School value student accomplishments. Students will be recognized in our community for outstanding effort, positive contributions, and exemplary achievement. Students at South Saint Paul have the opportunity to earn a varsity letter in the arts, academics, service, and athletics. Earning a letter is a significant accomplishment! South Saint Paul Secondary School reserves the right for Head Coaches and Advisors to determine specific lettering policies for their activity. Coaches and Advisors will develop and communicate baseline expectations that incorporate, but are not limited to, the following components: academics, behavior, participation, and citizenship/community service. These requirements must be given in writing to all team members and their parents and explained fully at the start of the season. Athletics, Arts, and Activities programs can award varsity letters if they are sanctioned and recognized competitions by the MSHSL, Metro East Conference, or similar governing body with regulatory, governing control over competition of individuals or teams representing South Saint Paul (i.e. MN Adapted Athletics Association, MN High School Bowling League). Any other South Saint Paul club or activity that wishes to award letters must request a review by the Activities Director two weeks prior to the start of their season.

Dropping or Transferring Activities

On occasion, a participant may find it necessary to drop an activity for good reason. In this case, the following procedure shall be followed: (1) Consult with your immediate coach or advisor, (2) Report your situation to the Activities Office, (3) Check in all equipment issued to you. If a participant wishes to change activities during a season, or after having won an award in one activity and he or she wishes to change activities, he or she shall consult with the coach or advisor concerned and the Activities Office. This procedure assures a smooth transfer which is in the best interest of the student.

Attendance

Students who miss part of the school day due to illness must be in attendance by 9:57am in order to participate in a contest or practice on that day. Students missing school for reasons other than illness must have an excused absence in order to participate. A parent or guardian signed note from home (due to illness) is not an excused absence.

Students who are in attendance at the start of the school day will not be allowed to participate in any extra-curricular activities if the student leaves school due to personal illness.

Final authority for infractions of this rule will rest with the overseeing administration. Examples of excused absences: doctor excused, family emergency, death in family, school authorized absences (i.e. field trips, college visits, etc...), religious release and family vacations.

Equipment

School equipment checked out by the student participant is his or her responsibility. He or she is expected to keep it clean and in good condition. Loss of any equipment is the participant's and/or the participant's parent or legal guardian's financial obligation.

Missing Practice

A participant should always consult his or her coach or advisor before missing a practice or contest. Missing a practice or contest without good reason will be dealt with severely. Missing practice for academic reasons is an excused absence as long as the student notifies the coach or advisor in advance. At the discretion of the coach or advisor, excused absences may affect participation if the safety of the student or other participants is compromised.

Travel

All participants must complete and sign the School District's Transportation Agreement Form prior to participation. Participants must travel to and from out-of-town contests in transportation provided by the school unless prior arrangements are made by the parents or legal guardians for exceptional situations. Participants will only be permitted to leave out-of-town contest or events with their parents or legal guardians if a signed parent or guardian note is turned in to the Activities Office by noon of the day of the event. If the event is on a Saturday, the deadline will be Friday at noon. A duplicate copy will be forwarded to the coach or advisor.

Participants will remain with their squad and under the supervision of the coach or advisor when attending away contests. Participants who do not ride on the team bus will not be allowed to participate in the contest unless there are extenuating circumstances as determined by the overseeing administration. All regular school bus rules will be followed.

Early Dismissal

In situations that require a team that needs to be excused from school, the coach or advisor will work with the school administration on setting a release time that has the least negative impact on academic class time and provides adequate warm-up preparation for competition.

Release from Class

While we do not encourage students to be excused from class for student activities, situations do arise where it is unavoidable. It is the responsibility of the participant to see their teacher the day before they miss class because of a contest. All work shall be made up at the convenience of the teacher.

Grooming and Dress Policy

A member of a team is expected to be well-groomed as established and defined by the coach or advisor of the individual activity.

Multiple Activities

An individual student who attempts to participate in several activities will undoubtedly experience a conflict of obligations. The Activities Department recognizes that each student should have the opportunity for a broad range of experiences in the area of activities, and to this end will attempt to schedule events in a manner to minimize conflicts. Students have a responsibility to do everything they can to avoid continuous conflicts. This would include being cautious about belonging to too many activities where conflicts are bound to happen. It also means notifying the coaches or advisors involved immediately when a conflict does arise.

When a conflict arises, the coaches or advisors will work out a solution so the student does not feel caught in the middle. If a solution cannot be found, the overseeing administration will make the decision based on the following: (1) the relative importance of each event, (2) the importance of each event to the student, (3) the relative contribution the student can make, (4) how long each event has been scheduled, (5) talk with parents.

Once the decision has been made and the student has followed that decision, he or she will not be penalized by any coach and/or advisor. If it becomes obvious that a student cannot fulfill the obligation of a school activity, he or she should withdraw from the activity.

Vacation Policy

Vacations by the participants during an activity season are discouraged. Parents or guardians and participants wishing to do so may wish to reassess their commitment to being a participant. In the event of an absence due to a vacation is unavoidable, a participant must: (1) be accompanied by his or her parents or guardians while on vacation, (2) contact the coach or advisor prior to the vacation, (3) be willing to assume the consequences related to their status in that activity.

Communication

Communication is an essential part of any successful co-curricular program. To facilitate quality communication, each program will host a pre-season parent meeting. During this meeting, the following information will be shared with those in attendance:

1. Introduction of staff
2. Explanation of policies and rules for the given activity, by the coach or advisor. This is done with a handout and will include the programs specific information related to lettering, attendance, etc.
3. A calendar of the upcoming season including games, practices, and special events.
4. A review of the MSHSL forms and the rules relating to the participation in the program.

The pre-season parent meeting also provides an opportunity for all participants and their parents to have any questions answered relative to the administration of a program.

Conflict Resolution

Due to the nature of the programs we facilitate through our department, there are times when conflict will take place between the individuals involved. We encourage an open line of communication between the school, students, parents, coaches, and advisors. All coaches and advisors are required to have a pre-season meeting to explain rules and policies to the participants and their parents. If questions arise, we ask that the student or parent first contact the coach or advisor.

In order to resolve expressions of difference that often occur in activities, an orderly communication procedure has been developed.

Conflicts should not be addressed during or immediately following an event. The contest site, practice site, school lobby, or locker rooms are not appropriate places to resolve conflict. Most conflicts are better resolved after an appropriate cooling down period. If you have a concern, please call or arrange for a meeting on the following work day.

The following steps will be taken in order for the conflict to be resolved:

First Action:

A meeting between the participant, the coach or advisor, and/or the parents should be called. This meeting can be initiated by the participant, the parents, the coach or advisor, but does not have to involve all of these parties.

Second Action:

If any party still feels that the conflict is unresolved, a meeting between the parents, the coach or advisor, and the school administration may be called. The participant need not be present. An individual meeting to gain the perspective of the participant may be solicited. Notes of the meeting will be kept by the Activities Office. The Activities Office will send out a list of findings and recommendations to those involved no later than one week after the meeting.

Third Action:

If any party still feels that the conflict is unresolved, a meeting may be called with the parties and the Superintendent.

NCAA Collegiate Eligibility Standards

Many high school student athletes aspire to play sports beyond the high school level. The National Collegiate Athletic Association (NCAA) has established academic and amateur credentials for all students who want to play sports at an NCAA Division I or II institution as a freshman. **YOU MUST START TO PLAN EARLY - FRESHMAN GRADES COUNT.**

What are the academic initial-eligibility requirements?

The following requirements must be met in order for a student to be able to practice, play and receive a scholarship at an NCAA Division I or II college or university.

Division I:

1. Graduate from High School
2. Complete a minimum of 16 core courses
3. Present the required grade point average (GPA)
4. Present a qualifying test score on either the ACT or SAT
5. Complete an amateurism questionnaire and request final amateur certification

Core Academic Course Breakdown *(All courses must appear on the South St Paul list of Approved Core Courses)*

- 4 years of English
- 3 years of math (Algebra 1 or higher)
- 2 years of natural or physical science (including one year of lab science)
- 1 extra year of English, math, or natural or physical science
- 2 years of social science
- 4 years of extra core courses from any category above, or foreign language, non-doctrinal/comparative religion/philosophy.

Academic eligibility is determined by using a sliding scale that matches Grade Point Averages for the Core Courses with ACT or SAT scores. A student/athlete must have a minimum Grade Point Average (GPA) for the 16 courses of 2.00. With a 2.0 GPA a student then must have a minimum SAT score of 1010 or ACT score of 86. (A student with a 3.0 GPA would need test scores of 620 or 52).

More information is available in the Activities Office.

Activities/Athletics Handbook Signature Sheet

2021-22 School Year

Advisor/Coaches Name: _____ (print)

Students Name: _____ (print)

Grade: _____

Date: _____

I have received the 2021-22 student handbook, and I understand that it is my responsibility to read it. I understand that is also my responsibility to abide by all of the District's policies, as they are presented on the District's website at www.sspps.org under the "Our District" tab and then click on the "School Board" link and then "District Policy" link. I must ask questions if I do not understand current policies or a portion of the handbook. I understand that I will be held accountable according to the District's policies.

Student Signature: _____

Family Handbook



SOUTH ST. PAUL
COMMUNITY
PRESCHOOL



2021-22

651-457-9418

www.sspps.org

Welcome to the Packer Family!

The South St. Paul Schools are proud to continue to offer excellent preschool opportunities for families at both of our elementary schools! The early years of childhood form the basis of intelligence, personality, social behavior, and capacity to learn as an adult. Early education plays a critical role during this important developmental time. Children who have early childhood/preschool experiences enter kindergarten with better social and self-regulation skills that allow for improved school performance. Higher math and language abilities, sharpened thinking/attention skills, stronger interactions with peers and fewer behavior problems are just some of the benefits.

South St. Paul Schools is committed to early learning being a foundation for long-term success for children. Thanks for choosing us!

Dave Webb, Superintendent



South St. Paul
Public Schools



Our Mission:

*To ignite a passion in every learner to inquire,
continuously improve, and engage in
positively changing our world every day!*

Our Vision:

*To prepare each and every student
for their next step.*

Family Handbook Table of Contents

Welcome/Information	1
Early Childhood Screening/Census	2
Before Preschool Starts/Success	3
SSP Community Preschool Info/Classes	5
Tuition/Payment	12
Drop-Off/Pick Up	16
Transportation	17
Attendance/Nurse	20
Positive Behavior Support	22
General Information	23
Assessments/Conferences/Progress Reports	
Birthday, Party Invitations, Holidays	
Breakfast/Lunch Food Service	
Custody, Clothing,	25
Confidentiality, Data Privacy	
Do Not Bring to Preschool, Emergency	
Closing/Weather, Evacuations	
Field Trips, Mandatory Reporting	27
Parent Organizations, Photographs/Video,	
Safety Drills, School Board Meetings, Snacks	
Toileting, Toy Safety, Visitors,	29
Volunteers/Background Checks	
Preschool Calendar	31
Free/Reduced Meals Benefits	
Map (Locations/Community)	
Community Resources	Back

SSP Community Preschool supports young children in developing a lifelong love of learning. Our high quality, early childhood educators use developmentally appropriate and brain smart practices to create environments that are welcoming, safe, compassionate, and happy. We promote exploration, creativity and inquiry. We partner with our families to encourage the development of the whole child and teach resilient life skills. Our approach will return social rewards and promote personal well-being for our young and growing members of the community.

SSP Community Preschool has a Four-Star Rating



Four-Star Ratings allow families to easily identify child care and early education programs using research-based best practices to prepare children for kindergarten. Programs who volunteer to be Rated are going above and beyond health and safety requirements and have:

- Volunteered for extra, in-depth training
- Devoted themselves to strong, caring relationships with each child
- Adopted the latest approaches to keeping children's learning on track
- Committed to daily activities and routines that help children learn

Early Childhood Screening/Census Information



Call 651-288-6897 for
FREE + REQUIRED
Screening Appointments
BEFORE PRESCHOOL

We are excited to meet you and your family before your child starts school.

Come in for a **FREE**, one-hour visit to learn about how your child is developing.

Why is this visit important?

- Every child is different – we can help your child build on their strengths to get ready for school learning.
- Children's brains grow the fastest in the first three years of life.
- The sooner we see you, the more we can offer you!

How it helps your child

- Get their hearing, vision, height, and weight checked.
- Find out more about how they play, talk, and develop.
- **They go Go** home with a free book!

How it helps you

- Meet the friendly school staff in your district.
- **We Make a plan with us** together to help your child be the best they can be.
- **We can help you Get help signing** up for Early Childhood Family Education Classes and Pre-School Scholarships.

**Early Childhood
Screening
is required
for ALL children
attending
SSP Community
Preschool.**

We are excited to meet you!

Screening Location:

South St. Paul Schools District Offices Family Education Center
104 5th Ave. S. South St. Paul, MN 55075

Student Census Information

New to South St. Paul? Had a new baby?

Please call SSP Schools to update your Contact Information!

This helps us keep you informed about our programs,
and important **school** information for your family!

CALL
651-457-9470
SSP Census Update



Helping Young Children Be Successful at Preschool

Ideas for HOME before preschool starts:

Adapt to a new schedule by starting bedtime and morning/afternoon routines a few weeks before school starts to give your child time to adjust to the change.

Read stories about going to school to help your child gain confidence and information about the new experience. Talk about the changes that school will bring in your child's typical daily routines.



Drive by your child's preschool site so it becomes a familiar place. Talk about fun experiences your child will have at preschool. Go to the outdoor playground to explore.

Attend **Family/Child Fall Family Meeting** activities to familiarize you and your child with the preschool classroom environment.

Let your child help get ready for the first day of school by choosing which clothes to wear and backpack to use during the school year.

Approach the year with confidence so your child will too! Listen to what your child is telling you about preschool good or bad. Talk with the classroom staff if you have concerns.

Helping Young Children Be Successful at Preschool



Creating Drop-Off and Pick-Up Rituals:

Intentional family rituals are some of the most supportive ways to smooth transitions at the beginning of preschool. You **may** **might** consider how consistent and predictable your “hello” and “goodbye” rituals are.

Have confidence in your child’s school and teachers, and you and your child will be able to normalize hellos and goodbyes quickly.



**Remember to give your child your complete attention.
Keep cell phone put away during hello and good-bye!**

Drop-Off Ideas

- Bedtime same time every night
- Wake up same time every morning
- Wake early enough for an unrushed morning
- Dawdlers need time to dawdle (before or after breakfast)
- Quiet conversation on the way to school
- Cell phone and radio: OFF
- Arrive on time or a few minutes early
- Meet another child and walk in together
- Brief reminders about pick up/what your child can expect the rest of the day
- Enter room quietly
- No multi-tasking, be present with your child
- Ritual — calm and not too lengthy goodbyes

Pick-Up Ideas

- On time, same time, every day
- Unrushed — NO cell phones
- Be warm, present, leaving work concerns behind
- No multi-tasking
- Parent greets quietly
- Ritual — calm greeting with clear one step direction, “Hello, I am glad to see you! It is time to...” Follow through smoothly
- Don’t linger past the time you’ve said you would go
- Be careful not to make the child wait for adult conversations
- “Goodbye and thank you, Ms. — name —” to the teacher

Drop Off & Pick Up Ritual/Routine Tips and Tricks

- Make bed-time and wake-up time the same every day.
- Leave extra time so you don’t feel rushed if traffic or something interesting happens on the way to school.
- Play good-bye and hello games. “Later alligator!”
- Come to pick up with a question. “Did you ask any questions today?”



Kaposia Education Center



Lincoln Center

South St. Paul Community Preschool classrooms are located right in our two elementary school buildings. Being in our public school buildings allows for a number of services to be available to our Preschoolers and their families every day!

- **Breakfast and Lunch** are available for all morning, afternoon, and all day Preschool Programs.
- **Bus Buddies** allow for children in 4-year-old preschool class (the year before kindergarten) to ride the school bus to and from school at the beginning and end of the elementary school day.
- **Licensed School Nurses** are on site for any health concerns.
- **Family Support Workers** help families with crisis, financial, social, and emotional needs.
- **Cultural Liaisons** work with families who may have language barriers to learn about school systems and communicate with staff.
- **Behavior-Student Support Specialists** are available to consult with classrooms teachers and work directly with children.
- **Early Childhood Special Education (ECSE)** services are available at each site.
- **State of the Art Facilities** in both buildings give our Preschoolers access to both in indoor and outdoor play areas, interactive technology, and school libraries.

SSP Community Preschool:

**A great way to become familiar and comfortable
going to your school BEFORE kindergarten!**

AM and PM sessions at Lincoln Center and Kaposia Education Center

Mid-day Session – Tuition based, scholarships available

Age 2.5 – 3 Years on or before Sept. 1

An ideal first classroom experience for little learners. This is an early preschool class that offers nurturing, fun and interactive activities for curious little learners excited to explore. Through play, stories, crafts, and creative movement, children will learn and practice social skills like taking turns and making friends. Because class is midday, lunch will be available and will be a great opportunity to use independent and self-help skills.



Class time: 2 hours 2 hours, 45 minutes

Lunch: When scheduled during lunch service time, offered by SSPPS Food Service. Free/Reduced prices available

Breakfast in AM Served by SSPPS Food Service

Daily Schedule Includes:	Circle Time	Movement	Large Group
	Choice Time	Story Time	Learning Centers
	Creative Arts	Snack	Individual Work

Curriculum: Creative Curriculum
SEEDS of Early Literacy

Social/Emotional Support: Conscious Discipline

Reporting: Conferences scheduled in November and March
Progress Reporting in January and June

AM and PM sessions at Lincoln Center and Kaposia Education Center – Tuition based, scholarships available

Age 3 on or before September 1

The Three-Year-Old Preschool Program is focused on having a school experience to build social skills, self-help and problem solving, gross and fine motor skills, and early literacy and math. Classes engage young learners in hands-on learning experiences. The daily schedule allows a mix of large and small group activities, with a focus on social interaction, individual exploration, creativity, and inquiry.



Class time: 2 hours 45 minutes

Breakfast in AM & Lunch in PM: Served by SSPPS Food Service
Free/Reduced prices available

Daily Schedule Includes:

Circle Time	Movement	Large Group
Choice Time	Story Time	Learning Centers
Creative Arts	Snack	Individual Work

Curriculum: Creative Curriculum
SEEDS of Early Literacy

Social/Emotional Support: Conscious Discipline

Assessments: **TS GOLD** assessment for development and learning organized within the areas of Social–Emotional, Physical, Language, Cognitive, Literacy, and Mathematics

Reporting: Conferences scheduled in November and March
Progress Reporting in January and June

AM and PM sessions **at Lincoln Center** -

FREE – Voluntary Pre K (VPK) Tuition based, scholarships available

Age 4 on or before September 1

The Four/Five-Year-Old Preschool Program offers some school time prior to kindergarten. For children who have had a lot of social experience with peers at day care centers, activities or play groups, previous preschool or ECFE classes. These classes focus on enhancing social skills, and supporting early literacy and math skills, gross and fine motor skills, and solidifying comfort with school routines. Using hands-on learning experiences, the daily schedule allows a mix of large and small group activities, with a focus on social interaction, inquiry, concepts and problem solving.



Class time:

2 hours 45 min.

Breakfast in AM/Lunch in PM:

Served by SSPPS Food Service
Free/Reduced prices available

Daily Schedule Includes:

Circle Time	Movement	Large Group
Choice Time	Story Time	Learning Centers
Creative Arts	Snack	Individual Work

Curriculum:

Creative Curriculum
SEEDS of Early Literacy

Social/Emotional Support:

Conscious Discipline

Assessments:

TS GOLD assessment for development and learning organized within the areas of Social–Emotional, Physical, Language, Cognitive, Literacy, and Mathematics
PELI: Preschool Early Literacy Indicator (PELI) measures early literacy
PENS: Preschool Early Numeracy Screener Early Math Inventory (EMI) measures early math

Reporting:

Conferences scheduled in November and March
Progress Reporting in January and June



4/5s Preschool – 5 Days Per Week

AM and PM sessions, FREE at Kaposia – Voluntary Pre K (VPK)

Age 4 on or before September 1

The Four/Five-Year-Old Preschool Program offers ample school time prior to kindergarten, and is designed for children who have had some social experience with peers. These classes focus on direct social skills instruction, self-regulation skills, gross and fine motor skills and direct teaching of early literacy and math skills. Classes exploring concepts using hands-on learning activities. The daily schedule allows a mix of large and small group activities, social interaction, turn taking, solving problems, and practicing school routines.



Class time: 2 hours 45 minutes

Breakfast in AM/Lunch in PM: Served by SSPPS Food Service
Free/Reduced prices available

Daily Schedule Includes:

Circle Time	Movement	Large Group
Choice Time	Story Time	Learning Centers
Creative Arts	Snack	Individual Work

Curriculum: Creative Curriculum
SEEDS of Early Literacy

Social/Emotional Support: Conscious Discipline

Assessments: TS GOLD assessment for development and learning organized within the areas of Social–Emotional, Physical, Language, Cognitive, Literacy, and Mathematics
PELI: Preschool Early Literacy Indicator (PELI) measures early literacy
PENS: Preschool Early Numeracy Screener Early Math Inventory (EMI) measures early math

Reporting: Conferences scheduled in November and March
Progress Reporting in January and June

ALL DAY Session, FREE at Kaposia – Voluntary Pre K (VPK)

Age 4 on or before September 1

The Four/Five-Year-Old Preschool Program offers significant school time prior to kindergarten, and is designed for children who have had little or no social experience with peers. These classes focus on direct teaching of self-regulation skills, social skills, gross and fine motor skills, early literacy, and math skills. Classes explore concepts using hands-on learning activities. The daily schedule allows for a couple of cycles of a mix of large and small group activities, social interaction, turn taking, solving problems, and practicing school routines.



Class time:

6 hours and 35 minutes

Breakfast & Lunch:

Served by SSPPS Food Service
Free/Reduced prices available

Daily Schedule Includes:

Circle Time	Movement	Large Group
Choice Time	Story Time	Learning Centers
Creative Arts	Snack	Individual Work
Rest Time		

Curriculum:

Creative Curriculum
SEEDS of Early Literacy

Social/Emotional Support:

Conscious Discipline

Assessments:

TS GOLD assessment for development and learning organized within the areas of Social–Emotional, Physical, Language, Cognitive, Literacy, and Mathematics
PELI: Preschool Early Literacy Indicator (PELI) measures early literacy
PENS: Preschool Early Numeracy Screener Early Math Inventory (EMI) measures early math

Reporting:

Conferences scheduled in November and March
Progress Reporting in January and June



What We Do in Preschool and Why We Do It

Social/Emotional Learning (SEL) focuses on helping children gain knowledge about feelings and getting along with others. SEL is the process in which children are able to acknowledge and recognize the emotions of others, develop empathy, make good decisions, establish friendships, and handle challenges and situations effectively.

Literacy and Math are embedded in all of our activities, whether it is walking down the hall and looking at signs or room numbers, or engaging in specific reading or counting. Every moment is a learning opportunity.

Circle time is a group gathering where we share our ideas, plans, and observations. Circle activities are designed to stimulate youngsters' thinking, enrich their social skills, and extend their attention spans.

Gross-motor activities give children the opportunity to use their muscles--as well as their imaginations--as they engage in fun, healthy exercises, such as running, jumping, and climbing.

Fine-motor activities help improve small-muscle development and eye-hand coordination. Some common items found in the fine-motor/manipulative area include puzzles, beads and laces, pegboards, crayons, and scissors.

Art activities help youngsters creatively express their thoughts and feelings. They help reinforce fine-motor skills and concept development in areas such as colors, shapes, and size relationships.

Dramatic-play activities help children express themselves, practice life skills, improve social skills, increase self-esteem, build vocabulary, and solve problems. And, well, dramatic play is just plain fun!

Literacy and math activities such as learning letter names, letter sounds, journaling, using the writing center with prompts for language learning, number names and counting are integrated into activities throughout the class time, as well as sign-ins, repeated read-a-louds, centers, transitions, and activities. We use small groups to work on specific skill building for each child's needs.

Music activities promote youngsters' listening skills, creative expression, and social skills. In music, children can explore sound, volume, tempo, and rhythm.

Science activities offer many hands-on opportunities for observation, exploration, investigation, making predictions, and experimentation.

Sand and water activities allow youngsters to experiment with textures and the properties of different substances. These activities also promote the development of other skills, such as math, science, and language.

Block play gives children experience with many different concepts, such as shape and size discrimination, spatial relationships, number skills, balance, organization, cause and effect, and classification. Cooperative play skills, problem solving, and creativity are also promoted in block play.

Story time is designed to help youngsters develop an appreciation and enjoyment of literature, plus enhance children's vocabulary and comprehension skills, and expand their knowledge base and attention span.

- Tuition applies to **4-Year-Olds (at Lincoln Center), 3-Year-Old Classes and Lil' Packers only. 4's Preschool is FREE at Kaposia** thanks to Voluntary Pre-Kindergarten (VPK) funding from the state of Minnesota!
- Tuition is due the first school day of every month, September through May.
- Tuition is to be **paid on time** at the beginning of each month. If you are having difficulty making payments on time, contact the Community Preschool Office at **651-457-9418** to make arrangements for payment. Your child may be withdrawn from class if your account is not kept up-to-date.
- **Preschool Scholarships** are available for qualifying families. Please call the Community Preschool Office at **651-457-9418** for more information.
- Yearly tuition for all classes is divided into 9 equal payments. Tuition for children who start preschool later in the year will be pro-rated to the months of enrollment.
- If your family leaves the preschool program, tuition for the month of departure is to be paid. Tuition will not be reimbursed for days missed.

How Do I Make Tuition Payments?

- Tuition may be paid in full for the year
- Tuition may be paid through monthly automatic payments
- Tuition may be paid month by month

Go to our website and create your online account at **Rev Trak** <https://tridistrict.thatscommunityed.com> see **"Manage Your Account Online"** a parent help sheet on the next page of the handbook.

Complete and return the **Automatic Tuition Payment Authorization Form.**

Bring your payment to the SSP Community Preschool Office:

SSP Community Preschool OFFICE
104 - 5th Avenue South
South Saint Paul, MN 55075



Tuition Information: Managing Your Account Online

South St. Paul Community Preschool uses a convenient online tool to manage your account. Below is a list of items as well as a screenshot of some of the tasks you are able to complete online.

Managing Your Account

Once you are logged in and your child's account is set up, you are able to manage your account online. Some of the things you are able to manage online include:

- Set-up and manage Auto-pay
- Manage authorized pick-ups
- View and pay invoices
- Print receipts

Accessing your REV TRAK Account

Log in to your Account (<https://tridistrict.thatscommunityed.com>) and browse to the **SSP CP** tab from your Parent Dashboard. You will see this page:

SSP Community Preschool Account #1000

Latest Invoice Recent Activity [View All Activity](#)

Your account is current.
Your next due date isn't scheduled yet.

[Make a Payment](#) **View Invoices and make payments here**

[Auto Payments](#) OFF **Click here to set up Auto-Pay**

Current and Upcoming Contracts [Register a new contract](#) [Register for Non-School Days](#)

Maria Mattaini

[KEC](#) Kaposia Education Center Mon,Wed,Fri Fours and Fives-PM starts: Sep 9, 2015 [Actions](#)

[Managed Authorized Pickups](#)

Authorized pick-ups must be added in order for anyone other than the original Account owner be allowed to sign

Automatic Tuition Payment Authorization Form



South St. Paul Community Preschool

Please return completed form to:

SSP Community Preschool Office
104-5th Avenue South
South Saint Paul, MN 55075

Child's Name: _____ Birthdate: _____ School: _____

Parent's Name: _____

Email Address: _____

Address: _____

City/Zip: _____

Home Phone: _____ Cell Phone: _____

Registration Fee \$40.00

Charge for the Month _____ Amount \$ _____

I would like to use this card to set up auto-payments. Tuition will be taken out the first of each month September-May. Amount \$ _____

CREDIT CARD INFORMATION: VISA MASTERCARD DISCOVER

CARD NUMBER: _____

EXP. DATE: _____

Signature: _____ Date: _____





Tuition Information: Managing Your Account Online

Accessing your REV TRAK Account:

- Step by Step directions TBD

Drop-Off & Pick-Up Information

Kaposia & Lincoln Center Drop-Off and Pick-Up Procedures

SSP Community Preschool will follow the Elementary building expectations for drop off/pick up regarding parents entering the building. Based on health recommendations as we open school in the fall, either parents will be asked to drop children off outside with their teacher each day – OR:



Preschool families may enter Kaposia through the “**Early Learning Door**” **Door #2** on the south end of the building, or through the main entrance by the office at the beginning and end of the elementary school day. A **key-card** will be issued to each family to ease in mid-day pick-up and drop-off. Swipe the key-card in front of the card reader for entrance. Doors will open during pre-programmed pick-up for morning classes and drop-off times for afternoon classes. Do not give your card to anyone else other than authorized contacts. Reserved parking for Early Learning is identified in the south end of the parking lot by the blue signs.



Preschool families may enter Lincoln Center through the “**Early Learning Door**” **Door #1** on the south end of the building, or through the main entrance by the office at the beginning and end of the elementary school day. A **key-card** will be issued to each family to ease in mid-day pick-up and drop-off. Swipe the key-card in front of the card reader for entrance. Doors will open during pre-programmed pick-up for morning classes and drop-off times for afternoon classes. Do not give your card to anyone else other than authorized contacts. Reserved parking is identified in the south end of the 9th Ave. parking lot by the blue signs.

Every **Key Card** is deactivated at the end of the school year, and **must be returned to SSP Community Preschool.**

Sign-In and Sign-Out of Class

Adults need to bring children to the preschool classroom door no more than five minutes before class begins and pick-up promptly at dismissal. Please sign-in and sign-out your child at the beginning and end of class. This documentation helps us maintain security and confirms who did/did not drop off or pick up a child. Children will only be released to adults (aged 18 or older) listed on the enrollment/emergency information. Teachers will be taking a picture of pick-up families for easy and efficient identification at the door, and to support “Conscious Discipline Family Wall routines.”

Preschoolers who are dropped off by their “**Bus Buddy**” brother or sister will need to be escorted to class and signed-in by their Buddy every day. At the end of the day, preschoolers will be escorted to the gym by staff at Kaposia/Lincoln Center, and matched up with their Bus Buddy in the supervised line for their numbered bus. See requirements about “Bus Buddies” on the next page.

Late Fees

If a parent is **late for pick-up**, immediately notify the Preschool Office at 651-457-9418. A staff member will remain with the child until the parent’s arrival, or the child will be supervised in the school/building office.

If late pick-up happens more than three times, there will be a meeting with the Director of Early Learning and late fees will be enforced. \$5 for the first 15 minutes, and \$1/per every additional minute will be charged each day a child is picked up late.

Bus Transportation: BUS BUDDY

Children who attend the Four-Year-Old Preschool may be eligible to Ride the bus to school! If your family qualifies for bus transportation, your four-year-old preschooler could ride the bus to school by designating a **“Bus Buddy,”** (a big brother or sister, or responsible student from your stop). Bus service is available for drop-off only for the morning preschool session, or pick-up only for the afternoon preschool session.



Children must have a BUS PASS issued by the SSPPS School District Transportation Department to ride a bus. This pass should be visible to the driver in or attached to the child’s back pack.

Use the **“Bus Buddy Contract”** as your guide to teach the buddy how to support the safety and supervision of the preschooler on the bus and at the bus stop. Please contact Community Preschool Office to make arrangements for bussing, including submitting a completed **“Bus Buddy Contract”** found on the next page of this Handbook.

Car Pooling

Parents are responsible for transporting children to and from preschool. However, if a child does not have transportation, our staff will try to assist in making carpool arrangements.

Contact the Preschool Office at 651 457 9418.

Parents who are bringing children to preschool could become carpool drivers. Carpool drivers must meet state requirements for transportation of a child. If you transport other children, you are personally liable for accidents and injuries. The School District is not liable for the transportation of children. Carpool drivers are responsible to contact families or make other arrangements on days they are unable to transport children.

Carpool drivers who pay tuition, may receive a monthly rebate for transporting other preschool children. \$20 per month may be deducted directly from your tuition payment for round trip carpool for 3s two-day classes. This rebate does not apply to parents who have children attending FREE preschool.



BUS BUDDY Contract

For families eligible to ride the bus to school

Please return completed form to:

SSP Community Preschool Office
104 - 5th Avenue South
South Saint Paul, MN 55075
651-457-9418 / 651-457-9485 fax

Once this form is completed and returned to the Early Learning Office, you will receive a bus pass. Preschoolers MUST have a bus pass to ride the bus.

A “**Bus Buddy**” is a big brother, sister, or friend (at least first grade or older) who gets on the bus at the same bus stop as your **four-year-old preschool student**. Parents make the arrangements and the “Bus Buddy” signs the contract to be responsible for:

- Being a good role model in words and behavior.
- Standing with the preschooler at the bus stop.
- Sitting with the preschooler on the bus (*first 3 seats by the driver please!*)
- Following the rules of the bus.
- Walking the preschooler to his/her classroom from the bus, and/or
- At the end of the day, meet your preschooler buddy at the gym to go to the bus together.

If a “Bus Buddy” is home sick, your family is responsible to find a different buddy to sit with your preschooler, prior to school. Remember to let your Preschool Teacher know of any changes! Preschoolers will only be released to the authorized “Bus Buddy.”

Preschooler’s Name: _____ Date of Birth: _____

Parent Name: _____ Email: _____

Home Address: _____ Phone # _____

Building: _____ Teacher: _____ Class Days of Week: _____ AM/PM: _____

Address Child will be coming from or going to: _____

I agree to be a great “Bus Buddy!”

Student “**Bus Buddy’s**” Name: _____

Student “**Bus Buddy’s**” Signature: _____

School: _____ Grade: _____ Teacher: _____ Bus Number: _____

Parent/Guardian Signature: _____ Date _____

Alternate “Bus Buddy’s Name _____ Grade/Teacher: _____

Alternate “Bus Buddy’s Signature: _____

Kaposia Education Center
HEALTH OFFICE:
651-457-9422

Lincoln Center
HEALTH OFFICE:
651-457-9498

**Call your Health Office before the start time of class
to report an absence on the 24/hour voice mail.**

- Leave the child's first and last name
- The reason for absence
- Your relationship to the student
- A phone number where you can be reached.

Aim for perfect attendance! It is a great learning habit!

Attendance: Call if Absent - REQUIRED

Regular attendance at preschool is very important for your child's learning and preparation for kindergarten. If your child must be absent, parents must **call the Health Office** of your school (phone numbers above.) You will receive an automated call from the Attendance Office if your child is absent and you have not called to let us know. This is the same procedure as the elementary schools have, so there is an opportunity to build great habits!

Inconsistent attendance, being late to class often, or missing many days in a month will require a meeting with the Director of Early Learning, Family Support Worker, teacher, and parent to make a plan for improvement. For students receiving scholarships or tuition assistance, due to limited funding and in order to provide services for families who may be on a waiting list, children may lose their spot in class if they are not regularly attending.

Prepare your child for a lifetime of success by making regular school attendance a priority. By figuring out the reasons for your child's absences – whether physical or emotional – and taking advantage of support services at school, you can help set your child on the path to success!



Health Office/Nurse Information

**Kaposia Education Center
HEALTH OFFICE
651-457-9422**



**Lincoln Center
HEALTH OFFICE
651-457-9498**

SSP SCHOOL NURSE FAQs – Call your school nurse with any other questions!

A Licensed School Nurse (LSN) is on staff at each elementary building during regular school hours.

Is my child well enough to go to preschool?

Please do not send your child when he/she is sick. A bad cold, cough, diarrhea, vomiting, upset stomach, or a temperature prior to fever reducing medication within the last 24 hours are reasons to stay home. Although children sometimes insist on going to school when sick, please do not send them.

What happens if my child becomes sick at preschool?

If your child becomes ill during class, your child will be kept as comfortable as possible in the Nurse's Office at Kaposia and Lincoln. You will be notified to pick-up your child. If you cannot be reached, a person listed on the Emergency Card will be contacted for pick-up. Please update the Emergency Card kept at school when contact changes occur.

What happens if my child gets hurt while at preschool?

Common injuries and minor first aid will be handled by staff and/or the school nurse. An accident form will be completed by the teacher and you will be informed that day. In case of more significant injury, our school nurse will assess the situation and give first aid as needed. You will be notified, and when necessary, 911/ambulance will be called in case of extreme emergencies and your child will be taken to the nearest hospital. This will be billed to the parents(s)/guardians(s).

What if my child has ongoing health concern/allergies?

If your preschool child has a health condition that requires any medical attention during the school day, please contact the School Nurse and arrange a conference to discuss a Health Plan regarding how these needs can be met during school hours. Please be sure your child's teacher is aware of any allergy concerns.

What if my child takes medication during the time preschool is scheduled?

A form must be completed and placed on file with the School Nurse for any student to receive any medication or medical treatments during school hours. New forms are required whenever there are changes in dosages or times medication is to be given. Medication to be given in schools must be supplied in the original prescription bottle, and prepared by the pharmacist with the appropriate labeling for school use. Written physician orders for all medication must include specific instructions: dosage, time of day, and length of time needed. Medications should be given at home whenever possible.

What happens if a child has a contagious illness?

Parents are requested to call teachers immediately for any contagious illness their children contract. A notice will be posted and sent home so other parents will know their child has been exposed to a contagious illness.

If vision or hearing screening are warranted, what happens?

The School Nurse may provide the appropriate screening, and notify you if results suggest the need for follow-up. If a parent/guardian does not want their child screened, please contact the school nurse and complete "opt out" documentation.

Why are immunizations required?

Minnesota State Law will be enforced regarding required immunizations. Please contact the Health Office at 457-9449 or 457-9476 if you have any questions about your child's immunization status.





Positive Behavior Support

We are committed to providing a safe and positive learning environment for all children. The SSP Community Preschool's behavior expectations encourage children to develop social and emotional skills including self-control/or self-regulation skills, problem solving, safety and respect for others.

SSP Community Preschool's commitment to an age-appropriate and play-based curriculum ensures that activities are child centered and promote positive social interactions. Teachers carefully craft the environment, communicate and enforce clear boundaries and expectations for behavior, and use verbal and nonverbal cues and/or directly teach behavior expectations to foster success.

Teachers model appropriate behavior and guide positive interactions among children and adults. Nurturing these skills is a central component of both Creative Curriculum® and Conscious Discipline®. Consistent use of these strategies and instructional materials help support children as they grow into successful, lifelong learners. Throughout the school year, each week in the SSP Community Preschool e-Newsletter, we will be sharing Conscious Discipline strategies and vocabulary you can use at home!



When a problem arises, the teacher relies on modeling appropriate behavior, giving children vocabulary to use, supporting ways to calm bodies, teaching peacemaking skills, reinforcing positive behaviors, and making good decisions. Children learn to make appropriate choices and develop techniques for regaining self-control when they feel frustrated. Instructive and individually appropriate strategies and routines help to strengthen the child's self-control and maintain self-esteem and the feeling of being part of our school family.

When a child experiences a particularly challenging time, we encourages parents and teachers to work together and develop appropriate strategies. If a specific circumstance needs attention, the teacher will follow these procedures:

1. The teacher will observe and document a child's behavior.
2. The teacher will discuss the child's behavior with a parent and inform him or her of learning-based strategies the teacher will implement, and will follow up with the parent about how these strategies are influencing the behavior.
3. If the concerns continue, the teacher will discuss additional options/interventions with the teaching team and behavior specialists in the building. A meeting with the parent will be held to share data collected, and to continue to document new or additional strategies.



Positive Behavior Support/General Information

4. If the concerns continue to be significant and **over time, persistent**, our teaching team will ask the Early Childhood Special Education (ECSE) department to meet with the teaching/parent team, discuss the concerns, review data, and consider next steps or supports which could include an evaluation from the ECSE Team. Further information is available regarding ECSE and Special Education qualifications, Individual Education Plans, Parents Rights and Due Process from our Special Education Team at: 651-457-9497.

In the rare instance that a child has hurt another child or adult, is a safety concern to themselves (ex: running out of the building, throwing furniture), or the child's behavior is so unregulated that remaining in school for the rest of the day would not be beneficial, the parent(s) will be called to pick up the child before the end of the day. An intake meeting will be held with the parent, and the preschool teaching and administrative team prior to the child returning to school. A behavior plan will be made, updated, or changed to better meet the needs of the child. Exclusion from preschool is a last resort and occurs when all school supports have been exhausted and/or found not effective in supporting safe school behavior.

Assessments/Conferences/Progress Reports/

Each child's progress in preschool is observed and monitored throughout the year. We use TS Gold, PELI and **PENS EMI** three times per year to track developmental and academic progress. The teacher looks for growth in areas of social/emotional, cognitive, language, and physical development. Skills are assessed in the fall, winter and spring and reported via Conferences in November and March, and through Progress Reports sent home in January and at the end of the year. During the school year, additional conferences may be held as requested by school personnel, parent(s), or legal guardian(s).



Birthdays, Party Invitations and Holidays

Birthdays are important for many preschoolers. We do acknowledge children's birthdays with songs, discussions, and stories, unless we are notified by a family they do not observe birthdays. We ask that birthday treats or desserts be saved for parties at home, and therefore not to be brought to school. If a parent chooses to bring store bought treats, be sure to bring enough for every child in class. Consider bringing a healthy snack such as fruit or vegetables. They will be passed out at the teacher's discretion either during the snack/meal time or as a "take home treat."

We understand that some parents plan birthday parties at home, and would like to invite the preschool class. We ask parents to consider inviting all the children in the class. Preschool staff cannot take responsibility for party invitations being distributed at school. You are welcome to pass them out before or after class outside the classroom.



Preschool General Information

For those parents who choose to invite only a selected number of children to parties at home, such as all boys or all girls, please send the invitations in the U.S. mail, or email in consideration of the feelings of those children and families who will not be attending.

Because many holidays are religious in nature, we choose to not celebrate holidays in general at our school. However, we do recognize that holidays are an important part of many lives and often include discussion about holiday activities. Whenever possible, we will lead activities or have crafts that might parallel the season, focus on kindness and on building our school community, acknowledge friendships, and celebrate our learning.

We ask that ALL families complete the **Household Application for Educational Benefits Free/Reduced Priced Lunch Form** in order to ensure that our school district receives additional benefits and funding.



Breakfast & Lunch Nutrition Services

Breakfast is a critical part of a healthy start to a learning day. Preschool parents are welcome to participate in the breakfast program. If you attend the breakfast program, you must supervise your preschool aged child at breakfast until the beginning of class. School breakfast programs open 30 minutes prior to the start of the school day (Kaposia: 8:30 a.m. and Lincoln Center 7:50 a.m.) In Preschool, **breakfasts and lunches** are delivered to the preschool classroom. You will receive menus and information from your teachers.

Lunch is also available for Preschool student who are enrolled in Kids' Choice Preschool Care after morning Preschool.

BREAKFAST PRICES:

FREE ALL Preschool - Grade 5 students

\$1.85 - \$2.50 Adult or non-student

LUNCH PRICES:

FREE ALL Preschool - Grade 5 students

FREE Preschool - Grade 5 students whose family qualifies for

free/reduced price meals.

\$1.90 Preschool - Grade 5

\$3.80 - \$4.35 Adult or non-student





Child Custody

Staff will strictly adhere to the enrollment/emergency information for the list of authorized people to pick-up children. All legal documents defining custody and visitation rights must be submitted to the preschool staff, and kept up-to-date if legal expectations change. Without such information, preschool staff will assume joint legal and physical custody.



Clothing

Children should wear comfortable, washable play clothes and shoes. (Please no flip-flops; tennis shoes are best.) Paint shirts are provided in class and will be worn for messy activities. Toilet accidents are prevented when children can easily unbutton or pull down pants. Clothing that is easily managed by children encourages self-help and independence. Please dress your child for the weather as we may be outside learning! Label personal items such as backpacks, mittens, hats and boots.

Please bring an extra set of clothes for your child which will be kept in their backpack!

Confidentiality

Confidentiality plays a vital role in promoting respect for every individual and fostering a strong community. We take confidentiality very seriously and make every effort to protect each family's privacy. Communications among staff and parents about children should be kept confidential at all times. We recommend that conversations about a child, behavior, or incident should be conducted in private, away from the child and other members of the community. Discussions in the hallways should be kept to a minimum. If you have a question or concern, we suggest that this you first contact the teacher via email or in person to arrange a time to discuss.

Data Privacy & FERPA (Family Educational Rights & Privacy Act)

SSP Community Preschool complies with state and federal data privacy laws that protect the integrity of a student's academic record and student privacy. Information from the Student Information and Immunization/Health forms may be shared with preschool staff in order to better serve your children.



Do Not Bring: Pets/Balloons/Flowers/Toys from Home

Please **do not** bring family pets into the preschool class for visitation/sharing. Student allergies and animals create health and safety concerns at school. Balloons and flowers of any kind are also not allowed in school due to various student allergies and the difficulty of transporting home. Toys from home can be a distraction, can get lost or broken, and can cause issues with other children in the class. Please keep toys home.



Emergency Closing - Weather

Check the district website www.sspps.org for school closure information. Preschools are open in the South St. Paul Public Schools except when weather conditions warrant closure. You will receive an automated phone call from the district, as well as an email with updates with either the revised start time or the closing of school. Announcements are also made over local radio and local television channels.

Evacuations

If an evacuation of a building is necessary SSP Community Preschool follows the school building plan:

- **Kaposia** staff escorts all students to Concordia Lutheran Church and **see uses the** Kaposia Education Center Evacuation plan.
- **Lincoln Center** staff escort all students to the PAC at the Senior High.



Information about the nature of the emergency would be posted on our website www.sspps.org, phone line: [651-457-9465](tel:651-457-9465). You would receive an automated phone call from the district, as well as an email with updates.

Parents would be expected to come to the evacuation centers prior to the end of the school day if possible to pick up your child. IDs will be checked and only those listed on our enrollment cards will be allowed to take students from the evacuation areas. Students will only be released to another adult with written approval by a parent. Busses will run as usual at the end of the school day.

Field Trips

Preschool field trips are rare, but may be used to ignite learning or enhance our curriculum. Parents will be notified in advance of the event, location, time, and expectations. A Field Trip Permission Form is required for each child. Be in contact with your teacher for details.



Mandatory Reporting

All staff are mandated reporters, and are required by law to report any suspected child abuse or neglect.

Parent/Family Organizations

Early Learning Advisory Council The SSP Early Learning Advisory Council is made up of early learning/Early Childhood Family Education (ECFE) parents, staff and community members. Their mission is to support the Early Learning programs such as Preschool and ECFE. For more information, contact the Preschool Office at 651-457-9418.

PTA Parent/Teacher Associations meet monthly at both Kaposia and Lincoln Center. See the building principal's monthly newsletter and the District calendar for details. All parents or legal guardians are welcome and encouraged to attend.



Photographs/Video

South St. Paul Community Preschool staff or representatives of the media occasionally take photos and videotape of student and staff in schools and classrooms. These may be used in newsletters, newspapers, on television or internet pages or for educational purposes. If you do not wish your child(ren) to be photographed/video-taped, please see permission agreement on the back of enrollment form, link to form will be shared by your teacher. Parents are not allowed permitted to take photos/video of children other than their own.

Safety Drills

- Crisis plans are reviewed and updated yearly.
- Drills are practiced throughout the year.
- An alarm sounds and/or an announcement is made.
- Efforts are made to keep the experience positive and children calm and reassured.
- Everyone in the building participates.

Fire Drills (5 per year)

- Staff, children and parents leave the building through designated exits and gather in a predetermined area.

Lockdown Drills (5 per year)

- No one is allowed to enter or leave the building until an “all clear” is issued.
- If a drill occurs during drop-off, keep your child with you in your car until the building doors are unlocked.

Tornado Drill (1 per year)

- Staff, children and parents move to a designated shelter area within the building.

Evacuation Drill (1 per year, encouraged not required)

- Staff, children and parents leave the building through designated exits and gather in a predetermined area off-site.

School Board Meetings

The South St. Paul Public Schools Board of Education meetings are held on the second and fourth Monday of each month at 7:15 pm in City Council Chambers at City Hall. We welcome your attendance!



Snacks

Snacks are offered daily and will include water, a cracker, or a piece of fruit or vegetable. Alternatives will be offered only in case of health reasons such as allergies. Snack is either a scheduled time of the class day, or in classes where breakfast and/or lunch is also available, it is a “choice time activity” for children who want/need it.

Parents are asked to provide snacks during the year; a sign-up sheet is posted by your teacher. All snacks must be store bought, unopened and in store packaging. Your donations are appreciated! If you are unable to sign up, napkins and crackers are always welcomed! Please note that many children have allergies, so snacks not on the sign-up may not be made available to all children.





Toileting

Children must be toilet trained to attend preschool. This means that a child knows when he/she needs to use the bathroom and can independently take care of his/her own personal needs. Parents are encouraged to have their children use the bathroom before class begins. Age appropriate bathrooms are available to children to use any time during class.

Toy Safety

The school district's weapon policy applies to preschoolers. Toys that look like weapons, such as guns or knives, are not allowed in school, on the bus, or on school property. In general, **keep all toys at home** unless invited by the teacher for a special event or activity.

Volunteering and Background Checks

Volunteers are welcomed and encouraged in our school district. Volunteer opportunities are determined and communicated by the building/department administration and/or classroom teacher. All volunteers are required to complete a Volunteer Application Form and complete a background check each school year. The fee for the background check is paid by the district. A Volunteer application is available in the school office or at the SSP Community Preschool Office. If you have questions, just call us at **651-457-9418**.

Parents are welcome in the classroom! Opportunities are available to assist the teachers, read to children, share interests or traditions or help with specific class requests. Please read newsletters, websites and updates from your teacher to keep up on the new learning in the classroom, and for opportunities to participate!

Kaposia Education Center and Lincoln Center are secured during the school day. For the safety of the students and staff, all exterior doors are locked during the school day. All visitors are expected to:

1. Coordinate with their teacher before a visit;
2. **Check in at the main office;**
3. Wear a visitor tag and remain in visual contact with a school employee when with students; and
4. Refrain from physical contact with students or disciplining children.







Notes:

South St Paul Schools

2021-2022

PRESCHOOL Class Calendar

 Non-student Day
 Holiday
 Conference Time
 Family Mtgs

July 21						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 21						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 21						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 21						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 21						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 21						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 22						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 22						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 22						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 22						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 22						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 22						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 22						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 22						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Notes

Summer Programming 2021

First Day: Sep 7

Last Day: June 8

Family Meetings with Teachers

Conference Time Sign Up

District Holidays:

July 2-5	Sept 6
Nov 25-26	Dec 24-27
Dec 31	Jan 17
Feb 21	May 30

Summer Programming 2022

Total School Days: 166

MWF: 96

TTh: 70



Approved for Educational

Benefits?

What You Need to Know

What Do I Do With My Certification/Approval Letter?

- ◆ Once you receive your official certification or approval letter in the mail KEEP it, preferably in a safe place
- ◆ Your approval letter can get your household discounts on some services & activities throughout the state of Minnesota, see below:



* Minnesota Historical Society (26 locations) -History Connects (Limited Income Program) \$4 adults & FREE for children
<http://www.mnhs.org/limitedincomeprogram>



* Science Museum of Minnesota \$3 admission or \$5 for the Omnitheater & museum
<https://www.smm.org/visit/hours-admission>



MINNESOTA ZOO
 Changing how you see the world

* Minnesota Zoo—Free to Explore Program—FREE admission
<http://mnzoo.org/us/freetoexplore/>



* The Works Museum —\$4.25 admission & \$25 family memberships
<https://theworks.org/gateway/>



* Minnesota Children's Museum—“All Play” Membership —FREE admission for 1 year, among other discounts
<https://mcm.org/join/all-play-membership/>



* Children's Theatre Company —ACT Pass program
<https://childrenstheatre.org/tickets/act-pass-accessible-tickets>



* [Amazon](#) —discounted Prime Memberships

* Phone Services: [Assurance Wireless](#), [Easy Wireless](#), [Safelink Wireless](#), [Q-Link Wireless](#)



* [Xcel Energy](#) & [MN Power](#) have Energy Assistance programs



* YMCA —offers discounted memberships
https://www.ymcamn.org/membership/financial_assistance



* \$1 rides all day, every day
Metrotransit.org/tap-enrollment-form



* Internet Services: [Internet Essentials](#), [Frontier Communications](#)

How Long Do My Educational Benefits Last?

- ◆ Once you apply, your household's benefits last for the entire school year**
- **You may be randomly selected to verify the income information on the application.
- ◆ Benefits will carry over 30 days into the following school year as a buffer
- ◆ You MUST REAPPLY every school year to receive educational benefits
- ◆ REMINDER: You may apply/reapply for benefits at any point during the school year due to: income/employment change or Household size change (death, divorce, birth, adoption, student moves out, etc.)





¿Aprobado para beneficios educativos?

Lo que necesita saber

¿Qué hago con mi certification/carta de aprobación?

- ♦ Una vez que reciba su certification official o carta de aprobación, envíela por correo manténgala en lugar seguro.
- ♦ Con su carta de aprobación puede obtener descuentos para todos los miembros de su casa en algunos servicios y actividades en todo el estado de Minnesota, consulte a continuación:



- * Minnesota Historical Society (26 ubicaciones) -History Connects (Programa para personas de Ingresos Limitados) \$4 adultos & GRATIS por niños

<http://www.mnhs.org/limitedincomeprogram>



- * Science Museum of Minnesota (Museo de Ciencia de Minnesota) admisión \$3 o \$5 para el Omnitheater & museo

<https://www.smm.org/visit/hours-admission>



MINNESOTA ZOO
Changing how you see the world

- * Minnesota Zoo—Programa Gratuito para Explorar—Admisión GRATIS

<http://mnzoo.org/us/freetoexplore/>



- * The Works Museum — admisión \$4.25 & \$25 membresías familiares

<https://theworks.org/gateway/>



- * Minnesota Children's Museum—Membresía "Todos Juegan" — Admisión GRATIS por 1 año, entre otros descuentos

<https://mcm.org/join/all-play-membership/>



- * Children's Theatre Company (Compañía de Teatro Infantil) —ACT Pass program (programa de Pase ACT)

<https://childrenstheatre.org/tickets/act-pass-accessible-tickets>



- * [Amazon](#) —Membresías Prime descontadas

- * Servicios Telefónicos: [Assurance Wireless](#), [Easy Wireless](#), [Safelink Wireless](#), [Q-Link Wireless](#)



- * [Xcel Energy](#) & [MN Power](#) tienen programas de Asistencia Energética



- * YMCA —ofrece descuentos en membresías

https://www.ymcamn.org/membership/financial_assistance



- * \$1 paseos todo el día, todos los días

Metrotransit.org/tap-enrollment-



- * Servicios de Internet : [Internet Essentials](#), [Frontier Communications](#)

¿Cuánto tiempo duran mis beneficios educativos?

- ♦ Una vez que presente la solicitud, los beneficios de su hogar durarán todo el año escolar**
- **Puede ser seleccionado al azar para verificación lo que podría
- ♦ Beneficios se llevarán durante 30 días en el siguiente año escolar como un búfer
- ♦ **DEBE REMPLAZAR** cada año escolar para recibir beneficios educativos
- ♦ **RECORDATORIO:** Puede aplicar y/o volver a reaplicar por los beneficios en cualquier momento durante año escolar debido a: cambio de ingreso/cambio de trabajo o cambio de los miembros del hogar (muerte, divorcio, nacimiento, adopción, movimiento de estudiantes, etc.)



SSP Early Learning Locations



- 4 Year Old Preschool
- 2.5/3 Year Old Prek
- ECSE



Lincoln Center
 357 9th Avenue North
 South St. Paul, MN
 651-457-9426



- Early Learning Office
- ECSE



Family Education Center
 104 5th Avenue South
 South St. Paul, MN
 651-457-9418

EARLY CHILDHOOD SCREENING

Call for Appointment:
 651-288-6897



- 4 Year Old Preschool
- 2.5 & 3 Year Old Prek
- ECSE

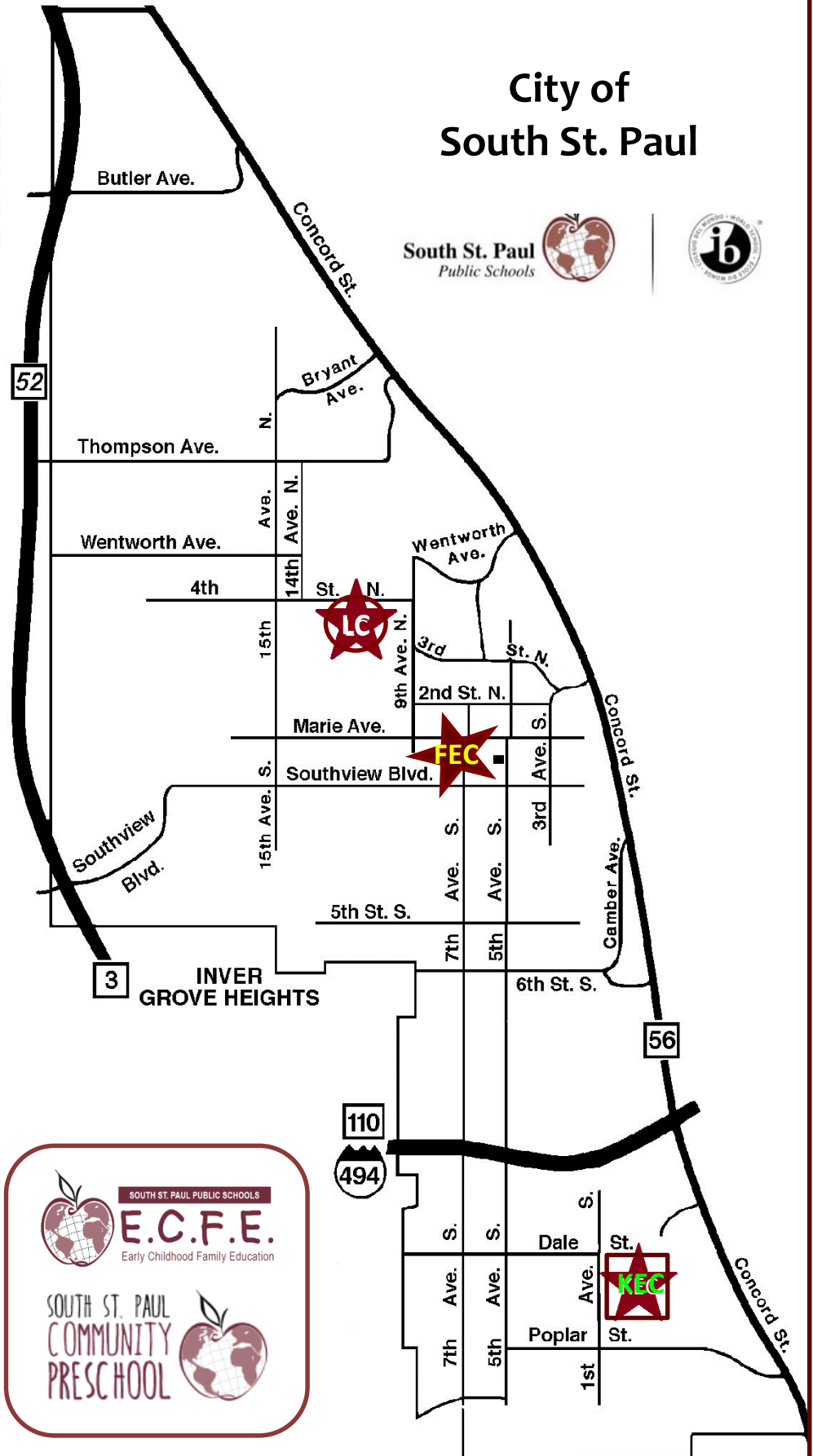


Kaposia Education Center
 1225 1st Avenue South
 South St. Paul, MN
 651-451-9260

WEST ST. PAUL

City of South St. Paul

South St. Paul
 Public Schools



SSP Community Resources

Kaposia
HEALTH OFFICE
651-457-9422

<http://www.sspps.org>

SSP Preschool
651-457-9418

Lincoln Center
HEALTH OFFICE
651-457-9498

School District Phone Numbers

Adult Basic Education	(651) 457-9441
Birth-to-Three Early Intervention	306-3682
Community Education information	306-3632
Community Preschool-SSP	457-9418
Early Childhood Screening	288-6897
Early Intervention (3-6 years ECSE)	457-9497
ECFE Office	457-9418
Facilities requests	306-3632
Kids' Choice School-Age & Child Care	306-3631
SSP School District 6 information	457-9400
South St. Paul Secondary Building	457-9408

Kaposia Education Center

Health Office 451-9260
457-9422
Family Support Worker 451-9260

Lincoln Center

Health Office 457-9426
457-9498
Family Support Worker 457-9426

City Phone Numbers

SSP - Parks & Recreation 651-366-6200

Community Resources

Child Care Resource & Referral	952-985-5300
Community Action Council (CAC)	952-985-5300
Dakota County Public Health	651-554-6100
First Call for Help	651-224-1133
First Call Minnesota	800-543-7709
Head Start/CAP Agency	651-322-3500
Neighbor's, Inc.	651-455-1508
South St. Paul Public Library	651-554-3240

***Think about being
a Substitute!***

South St. Paul Public Schools
&
Tri-District Community Education

have substitute opportunities for:

- Teachers (license required)
- Classroom Assistants
- Lunchroom Supervisors
- Crossing Guards

Please visit www.teachersoncall.com >
Apply Now to complete an online
application for employment as a Substitute!

Call
Teachers On Call
1-800-713-4439
for details.

School District Phone Numbers

Adult Basic Education	(651) 457-9441
Birth-to-Three Early Intervention	306-3682
Community Education information	306-3632
Community Preschool-SSP	457-9418
Early Childhood Screening	288-6897
Early Intervention (3-6 years ECSE)	457-9497
ECFE Office	457-9418
Kids' Choice School-Age & Child Care	306-3631
School Readiness	306-3642
SSP School District 6 information	457-9465
South St. Paul Secondary Building	457-9408
Kapasia Education Center	451-9260
Lincoln Center	457-9426

Community Resources

Child Care Resource & Referral	952-985-5300
Community Action Council (CAC)	952-985-5300
Dakota County Public Health	651-554-6100
First Call for Help	651-224-1133
First Call Minnesota	800-543-7709
Head Start/CAP Agency	651-322-3500
Neighbor's, Inc.	651-455-1508
SSP - Parks & Recreation	651-366-6200
South St. Paul Public Library	651-554-3240

Think about being a Substitute!

South St. Paul Public Schools and
Tri-District Community Education
have substitute opportunities
available for:

- Teachers (license required)
- Classroom Assistants
- Lunchroom Supervisors
- Crossing Guards

Go to **Employment Opportunities** at

www.sspps.org

or

teachersoncall.com/talent/apply-now

(651)

457-9441
306-3682
306-3632
457-9418
288-6897
457-9497
457-9418
306-3631
306-3642
457-9465
457-9408
451-9260
457-9426

952-985-5300
952-985-5300
651-554-6100
651-224-1133
800-543-7709
651-322-3500
651-455-1508
651-366-6200
651-554-3240



2021-22
651-457-9418
www.sspps.org

Family Handbook



Welcome to Our Youngest Packers!

The South St. Paul Schools are excited to offer the SSP ECCE Program at our wonderful site, The Family Education Center!

The early years of childhood form the basis of intelligence, personality, social behavior, and capacity to learn as an adult. Early learning and connected interactions, starting at birth, play a critical role during this important developmental time.

Children who have the earliest learning experiences with a trusted adult enter preschool with confidence and then kindergarten with improved school performance, higher math and language abilities, sharpened thinking and attention skills, and stronger interactions with peers and fewer behavior problems.



Dave Webb
Superintendent



Family Handbook Table of Contents

1	Attendance Babies Cell Phone Use Child Care Providers Data Privacy and FERPA Dress Drop In Play/Gym Time	3	Family Library Photographs/Videos Registration Priority School Board Meetings School District Policies
2	Emergency Closing/Weather Early Learning Advisory Council Fragrance Free Area Grandparents Illnesses Immunization Label Clothing	4	Sibling Care Snacks Volunteers
		5	Screening Information
		6-7	Map, Calendar
		Back	Community Information

ATTENDANCE is expected, and we understand that families with young children have many commitments. Thank you for prioritizing your ECCE class! You are ALWAYS welcome here!



BABIES must be registered: infants under 8 weeks old may remain with parent.



CELL PHONE USE should be limited to use for emergencies only during ECCE classes. Giving children your full attention during class is a great practice for building strong bonds and healthy, loving attachments.

CHILD CARE PROVIDERS may attend with their child and enroll another child in class, if space is available. If class enrollment is full, a parent attending with their child will be given priority for registration.

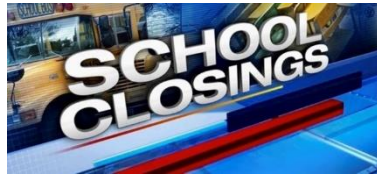


DATA PRIVACY & FERPA (Family Educational Rights & Privacy Act) ECCE complies with state and federal data privacy laws that protect the integrity of a student's academic record and student privacy. Information from the Student Information and Immunization/Health forms may be shared with ECCE staff in order to better serve you and your family.

DRESS for messy play and activities.

DROP IN PLAY AND GYM TIME CARDS are available for purchase and can be used at any drop-in play or gym time. Cards are available in the ECCE office.

EMERGENCY CLOSING - WEATHER Check the district website www.sspps.org for school closure information. ECFE is open except when weather conditions warrant closure. When the district has a “Late Start,” morning classes are cancelled. If the schools close or have a late start, You will receive an automated phone call from the district, as well as an email with updates. Check local media for updates.



EARLY LEARNING ADVISORY COUNCIL (ELAC) is made up of early learning/Early Childhood Family Education (ECFE) parents, staff and community members. Their mission is to support the Early Learning programs such as Preschool and ECFE. For more information, contact the ECFE Office at **651-457-9418**.

FAMILY LIBRARY is available for checkout. Books to support parenting, understanding your developing child, addressing concerns or just for fun. Talk with your ECFE teacher for details.

FRAGRANCE-FREE AREA is expected because of possible allergies or sensitivities of other families. Please no body spray, cologne, fragrance lotion, etc.



GRANDPARENTS are always welcome to enroll in classes and visit class with you!

ILLNESSES like a bad cold, cough, diarrhea, vomiting, upset stomach or a temperature prior to fever reducing medication within the last 24 hours are reasons to stay home. The 24 hour rule is required for school aged children as well.

IMUNIZATION before entering school is required for every child by Minnesota Law. Please complete and submit an up-to-date immunization record to ECFE before your child attends class or sibling care.

LABEL all items from home with your child’s name.

PHOTOGRAPHS/VIDEOS South St. Paul ECFE staff or representatives of the media occasionally take photos and video **tape** of student and staff in classrooms. These may be used in newsletters, newspapers, on television or internet pages or for educational purposes. If you do not wish your child(ren) photographed or videotaped, **this will be please discussed this with your ECFE teacher, and there is a form to complete. you will sign a form during parent education time.** Parents are not **allowed permitted** to take photos or video of children other than their own.



REGISTRATION PRIORITY FOR SOUTH ST. PAUL RESIDENTS for ECFE classes is given. Registration for families from other districts is welcome **and accepted** on a first come, first serve basis, and **if space allowed. is available.**

SCHOOL BOARD MEETINGS The South St. Paul Public Schools Board of Education meetings are held on the second and fourth Monday of each month at 7:15 pm in City Council Chambers in City Hall. We welcome your attendance!



SCHOOL DISTRICT POLICIES can be found on the District's website at www.sspps.org **under the tab titled Go to: About SSPPS/ and then School Board/District Policies.**

Questions regarding policies can be directed to the ECFE Office and the Director of Early Learning.

SIBLING CARE:

- Please bring along a blanket or any other “comfort” item your child uses at home.
- Make sure your children in sibling care are fed and dry before separating. If necessary, we will call you for changes.
- Sibling care is offered on a limited basis.
- If you will need sibling care during the class session, you must reserve a spot with your registration and payment.
- If we are unable to provide care for your child, you will be notified by phone before the session begins.
- Extra children in class or in child care must be approved in advance by calling ECFE office at 651-457-9418.



SNACKS are offered during each class and will include water, fruit or vegetable, and/or crackers. Alternatives will be offered only in case of health reasons such as allergies. If you bring a snack for the entire class, please remember that snacks need to be store bought and in the original wrappers.

VOLUNTEERS are welcomed and encouraged in our school district. Volunteer opportunities are determined by the classroom teacher. All volunteers are required to complete a Volunteer Application Form and complete a background check each school year. The fee for the background check is paid by the district.



Call 651-288-6897 when your child is 3 ½ for your **FREE** Appointment!

We are excited to meet you and your family before your child starts school. Come in for a **FREE**, one-hour visit to learn about how your child is developing.

Why is this visit important?

- Every child is different – we can help your child build on their strengths to get ready for school learning.
- Children’s brains grow the fastest in the first three years of life.
- The sooner we see you, the more we can offer you!

How it helps your child

- Get their hearing, vision, height, and weight checked.
- Find out more about how they play, talk, and develop.
- Go home with a free book!

How it helps you

- Meet the friendly school staff in your district.
- **Make a plan with us** to help your child be the best they can be.
- **Get help signing** up for Early Childhood Family Education Classes and Pre-School Scholarships.

Early Childhood Screening
 is required for ALL children attending SSP Community preschool.

We are excited to meet you!

Screening Location:
 104 5th Ave S. So. St. Paul, MN 55075

CALL
 651-457-9470
 SSP Census Update

Student Census Information
 Please call SSP Schools to update your Contact Information!

This helps us keep you informed about our programs, and important school information for your family!

Kids' Choice South St. Paul School Age Care
Family Handbook
School Year ~~2019-2020~~ **2021-2022** & Summer ~~2020-2022~~
Serving ~~Four Year Old Preschool~~ K through Sixth Grade
"A place where kids have a voice!"

Besides the policies that are included and/or referred to in this handbook, youth and families are expected to be aware of and to abide by all of the District's policies. All of the District's policies can be found on the District's website at www.sspps.org under the tab titled **Our District** **About SSPPS** and then School Board, and District Policies. Youths should pay particular attention to the policies in Section 500 which specifically pertains to youth. Questions regarding policies can be directed to the South St. Paul Community Education Director.

PAGE 2

Welcome to Kids' Choice!

Mission Statement

To provide a quality program that fosters a safe, cooperative, caring and creative environment which promotes individual uniqueness, self-esteem, teamwork and respect for all.

Vision Statement

South St. Paul Youth Programs is a place where we create a safe atmosphere for youth to develop into self-confident, culturally enriched, compassionate leaders who embrace life-long learning and desire to make a positive change in the world.

Kids' Choice is a tuition-funded, nonprofit, school-age care program provided by or on behalf of the South St. Paul Public Schools Community Education department.

The program offers quality educational, recreational and developmental activities and a stimulating and supervised environment for school-age youth. Each youth is valued as a unique person capable of worthy ideas and actions. The concerned and caring staff provides a supportive climate to help youth develop self-respect and become self-directed and self-disciplined individuals. The Kids' Choice program focuses on meeting the needs of the youth and families in the community.

Kids' Choice provides:

- creative opportunities
- opportunities for youth to choose activities

- recreational activities
- safe spaces in a group setting
- a stimulating environment in a cheerful atmosphere
- warm, caring staff members who instill a feeling of safety and belonging

Kids' Choice supports values of:

- healthy self-concept
- responsibility for one's behavior
- respect for others
- spirit of cooperation
- community engagement

Kids' Choice youth participate in the following activities:

- arts and crafts
- science
- group time – large and small
- indoor and outdoor physical activity
- self and staff-directed daily activities
- opportunities for individual time, homework and computer work
- bookmobile, library visits (in the summer) and reading programs
- special guests/field trips

PAGE 3

Serving Students with Special Needs

The Kids' Choice program will make reasonable accommodations to serve youth with unique needs and to ensure the integration into the program by working with the child, family, school personnel and program staff. An intake assessment will take place with the above mentioned parties prior to the youth's first day of attendance. Youth are supervised in a group site/setting, their behavior is not expected to routinely require one-on-one supervision. If a youth is not successful in the program environment with the level of support offered and after implementing the program's reasonable modifications, alternative care arrangements may be recommended.

Since youth are supervised in a group/site setting, their behavior is not expected to routinely require one-on-one supervision. Each youth is evaluated on an on-going basis as to the program's ability to meet his or her needs.

Administration & Funding

The Kids' Choice program is under the direction of the South St. Paul Community Education Director and Site Supervisor. The program abides by the South St. Paul Public Schools District policies and procedures. Kids' Choice is a self-supporting program; program costs such as staffing, bus transportation,

supplies, field trips and special activities are funded with tuition fees paid by parents/guardians.

Program Standards

Program standards are adapted from guidelines developed by the Minnesota Department of Youth Family and Learning, Minnesota Community Education Association and the Minnesota School-Age Care program and Minnesota Department of Human Services. Kids' Choice is staffed with caring people experienced in the fields of education, early childhood, youth development and/or school-age care. Background checks are completed on all employees supervising youth. Child Development, Health and Safety, Emergency Preparedness, Abusive Head Trauma and Mandated Reporting are yearly requirements, and staff development hours/classes related to school-age care are also provided monthly.

The Kids' Choice Program ratios as follows:

Preschool Care only 1:10

Preschool and Kindergarten Mixed Age groups 1:10

Youth in grades K through 6 1:15

Staff members organize program activities so that groups do not exceed sizes that can be safely supervised. Ratios and supervision of program participants may be adjusted for activities. When in groups the maximum group sizes are

Preschool only 20

Mixed age groups 20

Youth in grades K through 6 - 30

Program Options

Before-School Program: 6:30 a.m. - the Start of the School Day

Before school opportunities include self-directed and structured activities, a variety of projects and enrichment activities, physical activity time, homework help and computers. Breakfast may be purchased from the District Food Service Program.

Four Year Old Preschool Care: End of the Preschool Day until End of School Day

The Preschool Care program is a Parent Aware certified program. This is an option for youth attending four year old preschool programming. A variety of age appropriate youth enrichment activities adopted by a Parent Aware approved preschool curriculum including physical activity will be offered daily. A daily Information Form will be sent home informing you of the activities your youth participated in. Lunch may be purchased from the District Food Service Program or lunch is provided by the family

After-School Program: End of the School Day - 6 p.m.

After School opportunities include self-directed and structured activities, a variety of projects and enrichment activities, physical activity time, homework help and computers. A snack is provided by the program.

Non-School Day Program: 6:30 a.m. - 6 p.m. - Pre-Registration is Required

Non-school days are optional when school is not in session with the exception of District holidays and program set-up days. Non-school Day opportunities include self-directed and structured activities, a variety of projects and enrichment activities, physical activity time, computers, special guests and field trips. Breakfast and snacks are provided by the program, lunch is provided by the families.

Summer Program: 6:30 a.m. - 5:30 p.m. - Entering Kindergarten - Sixth Grade

The summer program is for youth in South St. Paul Public Schools, as well as youth from other districts. Summer opportunities include self-directed and structured activities, a variety of projects and enrichment activities, physical activity time, computers, special guests and field trips. Breakfast and snack are provided by the program, lunch is provided by the families. Registration is required for the summer program; please note that the summer registration is different than the school-year registration.

Breakfast, Lunch, Snacks & Dietary Needs

Breakfast

Breakfast is served only on non-school days and during the summer between 8-8:30 a.m. Youth are served a nutritious breakfast, provided by the program. Breakfast during the school year can be purchased through the Districts' Food Service Programs. Breakfast menus are posted in the Family Area on site and online.

Lunch

On non-school days and during the summer, families provide a bag lunch. Milk is provided by Kids' Choice. If youth bring a beverage for lunch, it must be in an unbreakable container. Kids' Choice strongly discourages soda. We do not always have access to a refrigerator/freezer, microwave or stove; lunches should be packed accordingly.

Snack

A healthy snack is served every afternoon at all Kids' Choice programs. A snack may be cookies, vegetables and dip, fruit, etc. Milk is provided by Kids' Choice. Snack menus are posted in the Family Area on site and on the program website.

Special Dietary Needs

The Kids' Choice program will strive to accommodate for a youth's special dietary needs as prescribed by the youth's source of medical care. Families are responsible for providing the prescribed diet items that are not part of the program's menu.

Transportation

Parents/guardians are responsible for transportation to and from the program site. Transportation for field trips is provided by a contracted busing service.

Days Closed

Please refer to the Kids' Choice calendar for days that the program is closed. The program calendar is

included in your registration materials, monthly newsletter and on the website.

Photographs

Photographs, videos and other documentation taken at Kids' Choice and/or Community Education activities may be submitted to newspapers, used on District Web sites and/or appear in other print and electronic publications. Parents/guardians give consent to use these photos and/or videos at the time of registration. If you wish to change your approval at any time, please submit a written request to the Kids' Choice office. [or submit a schedule change online.](#)

Grievances

If you have a grievance regarding the Kids' Choice program or a staff person, please report it to the Site Supervisor.

PAGE 5

Items From Home

The sites are fully equipped with age-appropriate games and activities for the youth to enjoy. If you decide to allow your youth to bring a game or toy from home, please follow the guidelines and policies below:

- The items must be nonviolent and age appropriate.
- The item should be marked with the youth's name in permanent marker.
- Kids' Choice is not responsible for any damage or loss that may occur. We do not have secure storage for items from home.
- While we encourage and teach youth to share, please talk to your youth about sharing items with others who may not treat them with the same respect as they do.
- If an item becomes a problem, your youth will be asked to leave it at home.

During the school year, the Kids' Choice program and the elementary schools work cooperatively in regards to this matter. Families and program participants should realize that if they are playing with a toy/item from home during school hours, they will be subject to building discipline. In addition to building discipline and according to the Kids' Choice policy, the participant will not be allowed to bring items from home to the Kids' Choice program if it becomes an issue during the school day.

Please see the Technology Usage section of this handbook regarding the use of electronic devices including, but not limited to, cellular phones, smartphones and smartwatches, digital cameras, laptop computers, tablets and other personal electronic devices capable of transmitting data or images during Kids' Choice programming time.

South St. Paul Program

Locations

Kaposia Education Center

1225 First Ave. S.

South St. Paul, MN 55075

Site Supervisor: 651-288-6866

Lincoln Center

357 Ninth Ave. N.

South St. Paul, MN 55075

Site Supervisor: 651-457-9478

Contact Information

Community Education Office

South St. Paul District Office

100 7th Ave North

South St. Paul, MN 55075

Monday-Friday, 7:30 a.m. - 4 p.m.

Office Staff Phone Numbers

Registration/Billing 651-306-3631

Fax 651-552-3108

Web Site

www.sspps.org/communityed

Facebook

www.facebook.com/SSPPS6

PAGE 6

Registration Procedures

Youth enrolled in South St. Paul [four year old preschool or the South St. Paul](#) elementary schools are eligible for enrollment in the Kids' Choice program. Youth entering kindergarten or those attending another school district during the school year are welcome in the summer program.

Enrollment is based on a first-come, first-served basis. After available spots are filled, youth are placed on a waiting list.

To register for Kids' Choice school year, summer or non-school day care you will need to create a login and online childcare account. A registration fee will be collected at the time of registration. If you have any questions about registration or payment please call 651-306-3631.

School-year, summer and non-school day registration must be received by the deadline date; after the deadline, regardless of attendance or withdrawal, all registered youth are billed. Families registering late are placed on a waiting list and are charged the higher non-school day rate if space becomes available.

Enrollment Requirements

- Complete registration online for each new school year and summer program
 - **Be available to answer an additional questionnaire about your student's unique needs**
- Submit a nonrefundable registration fee for each youth for every new school year and summer program
- Submit authorization from any agency providing sliding fees or county payments
- Submit above items to the Kids' Choice office one week prior to **youth's** first day
- Registration will not be accepted if Child Care Account has an outstanding balance

Withdrawal/Change of Schedule Notice

Parents/guardians planning to withdraw their youth from Kids' Choice may do so at any time; however, notice must be given in writing or verbally to the office staff two weeks prior to the last day of attendance. Tuition is charged for two weeks from the notification date. If your youth care needs to be changed, a youth's daily schedule may be changed to accommodate the request if openings in the program are available.

Please contact the Kids' Choice office with changes or withdrawals.

Types of Fees

Tuition Fee

For fee information, visit [www.sspsac.tridistrictee.org](#) [www.sspps.org/schoolagecare](#) or call the Kids' Choice office at 651-306-3631.

A discount for multiple youth from one family attending full-time in the same program is available.

Registration Fee

A non-refundable registration fee is charged to each youth enrolling in each new school year and summer program. Youth who leave the program and return at a later date are reassessed a registration fee.

Early & Late Fee

Parents/guardians arriving before 6:30 a.m. and after the 6 p.m. closing time, regardless of weather or other circumstances, are assessed an early/late fee for each youth for each 15 minutes, or fraction thereof, that they are early/late. The charge will appear on the next billing statement. This is for emergency use only; if used excessively, families will be contacted by the Kids' Choice Site Supervisor and may be asked to find alternative care.

Withdrawal Fee

Please see page 8 for information on withdrawing from the Kids' Choice program.

Extra T-Shirt Fee

Youth are required to wear their current Kids' Choice T-shirt on all field trips. If your youth arrives without his or her T-shirt, one will be given to the youth and your account will be assessed the current extra T-shirt fee.

PAGE 7

Payments

Payment Procedures

Each month you will receive your bill via email unless you request a mailed invoice. Tuition fees cover a one-month period and are due in advance of the youth care service. Tuition statements are mailed or emailed by the first work day of each month prior to the month of service. Tuition is due the 15th of each month or the closest working day to the 15th. Tuition must be paid in full by the 15th, or the closest working day to it, to avoid a late charge. Enrollment in our Auto-Payment Program is the most convenient way to pay your bill. You may enroll in the Auto-Payment Program online or by calling the Kids' Choice office. Your credit card or electronic check will automatically be charged on the due date. Payments may also be mailed or dropped off in person.

Accounts must be at a zero balance by the final working day of the month in order to continue attendance on the first working day of the new month. A reminder is issued to families with an outstanding balance on the 16th or the closest working day to that date each month.

The Kids' Choice program is tuition funded. Therefore, it is imperative that all fees are paid on time. Accounts are considered delinquent if payment is not made in full by the final working day of the month. Care is terminated as of the first working day of the new month if your account is delinquent. School-year and summer program registrations are not accepted if accounts are delinquent in status. These stipulations apply to county co-payments and other charges not covered by the county.

Cash payments must be made in person at the Kids' Choice office. Payments by check or money order may be sent by mail or brought to the office. Kids' Choice also accepts debit and credit card payments in

the office, online or over the phone. When paying by credit card, the amount shows up on credit card statements as a payment to Community Education. Site staff members are not allowed to take payments on site. For billing questions, please call 651-306-3631.

Payments may be mailed or brought to:
Community Education Office
100 7th Ave North
South St. Paul, MN 55075

Please note: Re-entry into the program by families previously turned into collections will be evaluated on a case-by-case basis. In the event that re-entry is granted, all outstanding tuition fees must be paid in full prior to the first day of service. In addition, all new monthly tuition fees must be paid in full prior to the first day of each month of service.

PAGE 8

Dependent Care Reimbursement Accounts

Families using Dependent Care Reimbursement Accounts through their employers may submit the forms to the Kids' Choice office for verification. The forms must be completed, except for the authorization signature, and should accompany payment. Only the actual amount paid is verified. Allow several days for the forms to be completed and returned to you.

Returned Checks

Checks returned due to insufficient funds or closed accounts are assessed a service charge. If two non-sufficient funds (NSF) checks are received, all further payments must be made by money order, cash or cashier's check.

County and Federal Assistance Programs

Fees not covered by the assistance programs becomes the responsibility of the parent/guardian. For example but not limited to: early drop off/late pick up fees, t-shirt fees, registration fees, bi-monthly copayments, absences or exceeding authorization hours. The program is required to report to the County when payments are not being paid.

Tuition Refunds & Credits

Refunds or credits are not given for emergency school closing days or days when youth are absent due to illness (including covid-related), vacations, behavior suspensions or delinquent account suspensions. Families are expected to pay for all days for which youth are registered. In case of an extended illness of the child, families are not charged after five consecutive days of illness; the office must be notified immediately, and a medical certificate must be sent from a physician indicating that the absence and subsequent consecutive absences are due to the extended illness. Youth registered for non-school days

receive a refund only if the registration is cancelled prior to the deadline date or if the reserved space is filled by a youth from the waiting list.

If your youth is registered for Kids' Choice on an all-site field trip day and he/she does not attend the field trip, refunds are not given.

PAGE 9

Absence

If a youth is absent from Kids' Choice due to illness or vacation, parents/guardians should inform the Kids' Choice staff by calling the site and leaving a message. The school staff does not inform Kids' Choice of a youth absence. If notice is not received, parents/guardians are called to verify the location of their child.

Staff are responsible to make sure that every youth is present at the site by checking them in or out on the iPad.

If a youth is missing, staff will:

- Check voicemail and message board
- Check with front office staff and classroom teachers
- Contact parent and emergency contacts
- Check with Site Supervisor

If youth is still unable to be found, the non-emergency line will be called.

Sign In & Sign Out

For the safety of the youth, parents/guardians are required to enter the building using a door code (Only adults' use door codes) with their youth in the morning and sign in at the Family Area. The staff assumes responsibility for the youth once they are signed in. When picking up their child, the parents/guardians are required to enter the building using a door code (Only adults' use door codes) and sign their youth out. Parents/guardians should inform the staff that they are leaving with their child. Please do not ask youth to come to a waiting car. Failure to follow this entire procedure may lead to termination from the program. Please do not ask youth to come to a waiting car. Failure to follow this entire procedure may lead to termination from the program.

Release of Youth

Youth are released only to persons listed as authorized to pick up the child, unless staff have been notified. Youth leaving with another youth's family must have a written note/phone call to the staff from their parents/guardians. In an emergency situation, the account owner(s) must call their youth's site to inform the staff that someone other than the authorized persons will pick up the youth. Please inform them that the staff will request a picture ID. The owner(s) of the account are the only people that can add

or delete authorized persons to pick up.

PAGE 10

Custody Issues

The Program shall give full rights under the Family Educational Rights and Privacy Rights and Privacy Act (FERPA) to either parent, unless the Program has been provided with evidence that there is a court order that specifically revokes these rights. Without such information, Kids' Choice assumes joint legal custody and joint physical custody. If a situation warrants their involvement, local authorities may be contacted for assistance.

Security Plan for Kids' Choice Sites

Two-way radios, attendance sheets and iPad sign in and out and a youth initiated tracking system keep staff members aware of where the youth are on site at all times.

Safety Drill Procedures

The youth and staff of the Kids' Choice program will participate and record five fire drills, five lock-down drills and one severe weather drill during the school year. Drills will also be conducted during the summer program on a smaller scale.

Procedure for Late Parent/Guardian

If a youth remains at Kids' Choice after the 6 p.m. closing time, the staff notifies persons listed as authorized to pick up the child. If none of these persons are available or able to come for the child, and if the parent/guardian has not arrived by 7 p.m. or contacted the staff, Dakota County Youth Protection/Social Services and local police are called. The youth is then turned over to their custody.

Mandated Reporting

Minnesota State Statute mandates all staff working directly with youth to report any evidence or suspicion of youth abuse or neglect.

Youth Wellness

Ways to Promote a Healthy Environment for all youth and staff

If a youth becomes ill or is injured while on site, the program will notify the parent or legal guardian(s) so arrangements can be made for your youth to be taken home. The youth is kept in a quiet place and allowed to rest until parents/legal guardian(s) arrive. If parents/legal guardian(s) cannot be reached, persons listed as authorized to pick up the youth are called. Please keep your emergency contact information up to date. Refunds are not given for days youth are absent from Kids' Choice due to illness, unless it is longer than one week and a doctor's note is sent to the Kids' Choice office.

Youth are expected to conduct a temperature screening each day at home prior to arriving at school.

Youth who are ill or exhibiting any symptoms of illness should not come to school. Always keep your youth at home if an elevated temperature is present. Temperature should be normal for 24 hours (without medication) before they return to programming. Youth with a temperature of 100 degrees or above cannot stay in school, a parent/legal guardian(s) will be notified to pick them up.

If your youth has vomited or had diarrhea, please keep them home until 24 hours after the last episode.

If your child has any rash that may be disease related or you do not know the cause, check with your family doctor before sending the youth to the program.

If a member of a pod tests positive for COVID-19, the district will follow the quarantine guidelines as recommended by the Minnesota Department of Education (MDE) and the Minnesota Department of Health (MDH).

Youth should be dressed appropriately for the season and specific weather as they go outside most days during programming.

Staff will verbally assist a youth if they have a toileting accident. Youth are expected to care for themselves and to be toilet trained.

It is the responsibility of the parent(s)/ legal guardian(s) to educate their youth on proper personal hygiene techniques.

Daily physical activities and healthy food choices are encouraged and offered daily.

PAGE 11

Pets

Please Do Not bring family pets into the school for visitation/sharing. Student allergies and uncharacteristic, nervous responses by animals create health and safety concerns at school.

Balloons (Latex) and Flowers

Balloons and flowers of any kind are not allowed in school due to various youth allergies and the difficulty of transporting home.

Cough Drops

Cough drops must be accompanied by a permission slip. A generic cough drop permission slip can be obtained upon request.

Self-Carry Medication

Doctors' orders and Licensed School Nurse authorization are needed for a youth to self-carry.

Medication

District procedures and Minnesota State guidelines require the following:

Each year, at the beginning of the new school year, a form must be completed and placed on file with the youth programs for any youth to receive any medication or medical treatments during programming hours. New forms are required **whenever** there are changes in dosages or times **medication** is to be given.

All medications need to be FDA approved. If there is a question about FDA approval, parents/guardians are to check with the **Site Supervisor Youth Programs Nurse** who will consult with the Licensed School Nurse.

The **Site Supervisor Youth Programs Nurse** under the Licensed School Nurse, or in the **absence** of the **Site Supervisor Youth Programs Nurse**, a staff member **may be will be** designated by the LSN may administer the medication.

Medication to be given during the program must be supplied in the original prescription bottle. The pharmacist should prepare a container of the medicine with the appropriate labeling for school use.

Written parent/guardian permission and written physician orders are required for any prescribed medications. This medication administration must be at the discretion of the Licensed School Nurse to the **Site Supervisor Youth Programs Nurse**.

Forms are available on site or at the Kids' Choice office.

All medications must be accompanied by specific instructions, including dosage, time of day, and length of time needed. Medication should be given at home whenever possible.

All medicine will be kept in a locked cabinet.

For the safety of all youth, it is recommended that the parent/guardian bring their youth's medication to the program directly.

Medical Devices

Medical devices (crutches, wheelchairs, neck braces, etc.) need to be provided by the family or physician and require a doctor's note indicating restrictions and length of use.

If you have health concerns regarding your youth, please indicate those concerns at the time of registration and **the Site Supervisor a member of the Community Education office** will call you to discuss your concerns.

PAGE 12

Sunscreen & Insect Repellent

During the summer months, parents/guardians may supply sunscreen and insect repellent; **These** products are not supplied by the program. Application of sunscreen and/or insect repellent require written permission; parents/guardians **give** consent to use sunscreen and insect repellent at the time of registration.

The Kids' Choice staff may **help assist** your child, but the staff is not responsible for applying any lotion/repellent.

Accidents & Incidents

Parents/guardians are informed of any accident/incident involving their youth at Kids' Choice.

In **the** case of a minor injury, staff members administer first aid and complete an accident/incident report for the parents/guardians to review and sign when they come for their child.

In **the** case of a serious accident, families are called to take the youth for medical attention. An accident/incident report is completed for parents/guardians to review and sign.

In **the** case of a life threatening emergency, 911 is called. Paramedics determine whether the youth needs further treatment or needs to be transported to the hospital. The family is notified immediately.

Staff are trained yearly on CPR, First Aid and Head Trauma.

Insurance

The school district does not carry accidents or health insurance for the youth. Parents/legal guardians are responsible for insurance and health coverage for their youth.

Weather Conditions

If South St. Paul Public Schools are closed or delayed due to weather conditions, the Kids' Choice Program makes adjustments to its programming. Refunds are not given for Emergency School Closings. If school is dismissed early because of weather or maintenance problems, Kids' Choice is also closed. Early closings are aired on all major local television stations (channels 4, 5, 9 and 11). If school is closed for the day or has a late start and or mid-day cancellation, the Kids' Choice program adjusts programming as follows:

Before-School Program

School closed: There is no before-school Kids' Choice.

Late start: Kids' Choice will start late in accordance with the emergency announcement. An example, for a 2 hour late start, the program will begin at 8:30 am instead of 6:30 am.

Preschool Care will begin at its normal start time.

After-School Program

School closed: There is no after-school Kids' Choice.

Late start: After-school Kids' Choice is not affected.

Mid-day cancellation: After school Kids' Choice will be cancelled. Parents/guardians are responsible for picking up youth from school immediately.

PAGE 13

Building Emergencies

If South St. Paul Public Schools are closed or delayed due to weather conditions or emergency measures, the Kids' Choice program makes adjustments to its programming. If the emergency situation happens during programming hours, Kids' Choice adjusts as follows:

- Kids' Choice uses District buses or walks the youth to another open site.
- **Site** Supervisors are responsible for bringing any paperwork that is needed to the other site so regular programming can continue.
- A note is posted on the entrance door notifying families of the location where the youth were transported.
- When possible, Kids' Choice airs the closing using the same media as South St. Paul Schools during a weather-related school closing.
- The Kids' Choice site/office staff contacts the families, if possible, and lets them know about the situation and where to pick up their child.

Please note: **phones** in the District may not be in operation in an emergency situation, therefore the staff is not able to call parents/guardians. Listen to your local radio and television stations. If the radio or television announcements do not mention the Kids' Choice program, the above information still holds true. When school is closed, families are still charged the daily tuition.

Field Trip Procedures

Kids' Choice offers opportunities for youth to go off site to a variety of destinations. Youth are transported by contracted school buses. Kids' Choice may go on walking field trips; permission for all of these trips **are** given at the time of registration.

Youth care is not provided on site during all-site field trips because all Kids' Choice staff members attend field trips with the youth; therefore, all youth attending Kids' Choice during the time of a scheduled field trip must attend the field trip. You may also make other youth care arrangements during that time; please note that refunds are not given for these days.

Staff Responsibilities

- A Kids' Choice Program Field Trip Information, Checklist and Buddy Chart is completed and brought along on all field trips.
- Field trip ratios are 1:10 on a typical trip and 1:6 for swimming trips. The destination and type of activity determines the final ratio. Volunteers are not to supervise a group on their own and need to complete a background check.
- Staff members count their group and perform a verbal roll call before leaving for trips, continuously during the trip and before leaving to return to the site.
- Staff members are with their groups at all times.
- Youth are not allowed to wander from a staff member to use the restroom or buy concessions or gifts.
- ~~Staff members may assist the youth in applying sunscreen and bug spray.~~
- **The Kids' Choice staff may help assist your child, but the staff is not responsible for applying any lotion/repellent.**
- Weather conditions are considered prior to the trip, and necessary adjustments are made which may cause cancellation of the field trip.
- Staff members and youth must wear their current Kids' Choice T-shirt on the field trip. Should a youth arrive at the site on a field trip day without their current T-shirt, families will be asked to return home for the T-shirt or have the current extra T-shirt fee assessed to their account for a new Kids' Choice T-shirt.

PAGE 14

What Families Can Expect From Kids' Choice

- Provide a safe, supervised and inviting environment where youth have fun, feel welcome, are safe and develop friendships
- Provide qualified, caring staff who show a genuine respect for youth, act as positive role models and promote each youth's self-esteem
- Provide a variety of developmentally appropriate projects and academically enriching activities as well as indoor and outdoor activities and self-directed play
- Continually evaluate the program in relation to the needs of youth, families and staff
- Keep families informed through an orientation to the program, (school year and summer), site newsletters, **weekly site emails**, web page, information boards, informal conversations and formal conferences as requested by the family. Program surveys are requested twice during the school year and one time during the summer program.

What Kids' Choice Expects From Families

Kids' Choice requires the involvement and cooperation of both the staff and families to help build a quality program. Families' cooperation is appreciated in the following areas:

- Check the Family Area and e-mail daily for new information and reminders, and meet all registration deadlines.
- For the safety of the youth, parents/guardians are required to enter the building using a door code (Only adults' use door codes) with their youth in the morning and sign in at the Family Area. The staff assumes responsibility for the youth once they are signed in .When picking up their child, the parents/guardians are required to enter the building using a door code (Only adults' use door codes) and sign their youth out. Parents/guardians should inform the staff that they are leaving with their child. Please do not ask youth to come to a waiting car. Failure to follow this entire procedure may lead to termination from the program.
- Communicate concerns about your youth to the staff. They are there to help.
- Listen to staff members' concerns about your youth's behavior, and cooperatively work toward an agreeable solution to any problems.
- Talk to the Site Supervisor if you have a question, concern, suggestion or compliment. Your input is appreciated!
- ~~If families become too aggressive on site non-emergency will be called.~~
- Families will not be physically/verbally aggressive or use inappropriate language with staff or program participants. Local police will be called and families may be terminated from the program.
- Address the staff with issues that may involve other youth in the program. Families are not to address other youth themselves.
- Have youth dressed appropriately for both indoor and outdoor activities. Hats, boots, mittens and snow pants are a must during cold months. Tennis shoes are always needed to participate in gym activities.
- Do not allow youth to wear clothing that promotes tobacco/alcohol or that has objectionable language and/or hats to the program. Clothing and accessories of this nature are not allowed at Kids' Choice.
- Do not allow youth to bring toy weapons in order to adhere to School District policy.
- Encourage youth to help clean up the toys before they leave Kids' Choice.
- Be prompt in coming for your youth. The program closes at 6 p.m.
- Send a bag lunch on non-school days and summer programming if lunch is not provided.
- Inform the staff of any changes in address, phone number or other pertinent information.
- Pay Kids' Choice tuition promptly.
- Pets are not allowed on site due to the possibility of allergies and sanitary reasons.

PAGE 15

Volunteering

You are always welcome to volunteer at the Kids' Choice program or on field trips (entrance fees will be

paid by the volunteer and you may need to provide your own transportation). Volunteers must be 18 years of age or older. All volunteers are required to complete a background check each school year. The fee for the background check is paid by the district. Younger family members not enrolled in the program are not allowed to participate in the field trips. See your Site Supervisor for the Volunteer Application. Please follow District policy for visitors/volunteers in the building. **Volunteers will not supervise or be left alone with a group of youth.**

What Kids' Choice Expects From Program Participants

Respect the rights of others and yourself; "Be safe, respectful, and responsible."

- Be responsible for your actions.
- Know and follow program expectations.
- Respect the property of others and the program.
- Use only acceptable language.
- Use only appropriate physical contact.
- Follow the direction of the Kids' Choice staff.
- Remain with a staff person at all times; ask permission to leave the area.
- Youth are supervised in a group/site setting, their behavior is not expected to routinely require one-on-one supervision. Each youth is evaluated on an on-going basis as to the program's ability to meet his or her needs.

Technology Usage

The use of the school district computer system and access to the internet is a privilege, not a right. Youth are expected to utilize technology in a manner that is consistent with the educational mission of SSPPS. District Policy 474 outlines SSPPS's expectations for student use of technology, to include the use of all electronic devices (e.g. cell phones, smartphones, smartwatches, etc.). All youth are expected to act in accordance with this policy. Misuse of technology includes conduct resulting in harm or potential harm to the youth, another individual, or another individual's property. Youth should be aware that misconduct involving the misuse of technology may also meet the definitions of other offenses outlined in the District Student Rights and Responsibilities Handbook.

- Use of personal electronic devices is a privilege, not a right.
- Youth are discouraged from using personal electronic devices during **programming** time.
- Misuse of devices at Kids' Choice are subject to the consequences listed.
 - o Verbal warning
 - o Confiscation
 - o Parent notification
 - o Parent meeting
 - o Loss of other technology privileges during program time
- Parents are asked to not disrupt the school environment by contacting their children via their cell phone and should instead contact the Kids' Choice site to leave their child a message.

- Youth are not allowed to contact parents during programming using their personal device.
 - Youth must ask permission to contact parents and will use a school phone when given permission by Kids' Choice staff.

PAGE 16

Behavior Guidance

Student Policies

Besides the policies that are included and/or referred to in this Handbook, students are expected to be aware of and to abide by all of the District's policies. All of the District's policies can be found on the District's website at www.sspps.org under the "About SSPPS" tab and then click on the "School Board" link and then "District Policies" link. Students should pay particular attention to the policies in Section 500, which specifically pertains to students. Questions regarding policies can be directed to your Site Supervisor.

Youth in the Kids' Choice program follow the same guidelines as our **district's** elementary schools. We want all families to have a clear understanding of their youth's responsibilities to other youth, the staff and the program environment. The program is committed to a safe and orderly environment. Families and staff are expected to mutually support each other in efforts to help youth exhibit responsible behavior within our program community. Significant behaviors will result in disciplinary action. We believe that through building a restorative plan it is important to fix a problem or prevent the behavior from happening again.

When conflict or serious behaviors develop, we will work with the individual youth involved in hope to resolve the conflict. A serious behavior concern is defined as one in which a **youth's** behavior is hampering the smooth flow to the program by requiring constant one on one attention; inflicting physical or emotional harm on other youth; physically abusing staff; damaging property or screaming/running away.

The behavior guidance techniques used by the Kids' Choice staff center around positive reinforcement, restorative practices, positive role modeling by adults, intervention techniques and redirection. The staff provides the youth with guidance that promotes a positive self-concept. The staff helps youth find solutions to current situations, understands consequences and develop self-control. If a youth is having difficulty, the inappropriate behavior is discussed with the youth and action is taken. If the behavior continues, parents/guardians are notified by phone.

An ARC Form is completed by youth/staff when a serious disciplinary problem occurs. Behavior such as violent outbursts, willfully hurting other youth or staff, throwing objects, profane language, leaving the room/building/group without permission, threatening behavior, verbal or physical abuse, or the inability to conform to the rules of the program/District are considered serious disciplinary problems.

- The staff, parents/guardians and youth are expected to solve the problem.

- If the behavior continues, parents/guardians are called for an in-person conference.
- If the problem cannot be resolved, parents/guardians are asked to make alternative youth care arrangements for the remainder of the day and or additional days.
- Depending on the severity of the conduct and in accordance with program and District policies, immediate suspension/expulsion from the program may be warranted.
- If a youth is removed from the program due to disciplinary actions they are not eligible for reenrollment.

Dismissal From the Program

Dismissal from the program could result if:

- It is determined that the program cannot meet the needs of the youth.
- The parent/guardian refuses to follow program procedures.
- Excessive early drop offs/late pick ups.
- Fees are not paid.

PAGE 17

I have received the 2019-2020 2021-2022 and Summer 2020 2022 student handbook, and I understand that it is my responsibility to read it. I understand that it is also my responsibility to abide by all of the District’s policies, as they are presented on the District’s website at www.sspps.org under the “About SSPPS” tab and then click on the “School Board” link and then “District Policy” link. I must ask questions if I do not understand current policies or a portion of the handbook. I understand that I will be held accountable according to the District’s policies.

Please sign and return to your Site Supervisor

Youth Name: _____

Parent/Guardian Name: _____

Signature of Parent/Guardian: _____

Date: _____



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Policy

Action Requested: Approval

Attachment: Policy #902 – Use of District Facilities and Equipment
Policy #903 – Visitors to School District Building Sites

Topic: Policy Approval
Presenter(s): Superintendent Webb
Background: School district policy #208 requires policies under review to be placed on two consecutive School Board meeting agendas for review and comment by board members, staff and community members. On the third and subsequent meeting, the policies will go before the School Board for approval. Policy also states that in the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board.
Recommendation: Superintendent Webb recommends policies 902 and 903 be approved under the emergency option.
Alternatives: Do not approve the revised policies and direct administration with next steps.



Adopted: March 13, 1974

MSBA/MASA Model Policy 902

Orig. 1995

Revised: 9/11/74, 9/7/77, 6/30/81, 8/18/81, 3/16/82

Rev. 2012

5/4/82, 10/4/83, 4/9/85, 1/7/86, 6/5/90,

5/19/92, 3/15/95, 1/10/05, 12/10/07; 4/25/11

7/25/16; 2/10/20; 6/28/21

902 USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT

I. PURPOSE

The purpose of this policy is to provide guidelines for community use of school facilities and equipment.

II. GENERAL STATEMENT OF POLICY

The school board encourages maximum use of school facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school purposes. Facilities are available to the community on an equitable basis and are to be used in a manner consistent with district policies and regulations as noted in the appendix.

III. GENERAL COMMUNITY USE OF SCHOOL FACILITIES AND EQUIPMENT

A. The school board may require a rental fee for the use of school facilities. Such fees may include the cost of custodial, technical and supervisory services if deemed necessary. It may also require a deposit or a surety bond for the proper use and repair of damage to school facilities. A rental fee schedule, deposit or surety bond schedule and payment and payment procedure shall be presented for review and approval by the school board annually under a separate resolution.

IV. RULES FOR USE OF FACILITIES AND EQUIPMENT

A. The school board expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. The school district reserves the right to cancel or refuse rentals from individuals or groups who do not adhere to the district's facilities use procedure or who fail to show said respect of school district property and understanding of proper use. A certificate of insurance may be required by the school district to ensure payment of these damages and any liability for injuries.

Legal References: Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Cross References: MSBA/MASA Model Policy 801 (Equal Access to Facilities of Secondary Schools)
MSBA/MASA Model Policy 901 (Community Education)



Facility Use Permit Application

Mail to:

Community Education, Facility Usage
 517 – Marie Avenue
 100 – 7th Avenue North
 South St. Paul, MN 55075
 E-Mail: ljacobs-buse@sspps.org
 Telephone: (651) 306-3632
 Fax: (651) 457-9485

*Complete form, sign and date ~ Submit to CE Facility Use ~
 ~ Certification of Liability Insurance is required~.*

Requestor Information				
Organization name				Date of Application
Contact person/adult responsible (21 years or over)		Phone 1: home/cell/work		Phone 2: home/cell/work
Address	City	State	Zip	Email
Certificate of Liability Insurance Rec'd	Liability Insurance Carrier	Liability Insurance #		

Event Information	
Activity/Event (describe how you will be using the facility space):	Organization type <input type="checkbox"/> Youth <input type="checkbox"/> Adult <input type="checkbox"/> Both <input type="checkbox"/> Senior Citizens
What percentage of participants are residents/students of Independent School District 6? <input type="checkbox"/> 75 90% or more <input type="checkbox"/> less than 75 90%	
Number attending:	Are you charging Participants? List equipment, food and refreshments being brought in for activity/event (see policy 901.IV):

Location Information				
Building		Doors used to access bldg.	Location/Room(s)	
Use of Kitchen or High School Auditorium may require additional approvals and fees for staff/technical support				
Day	Dates(s)	Time group will enter building	Time group will leave building	Brief description of set up:
Equipment needs		Technical needs		
<input type="checkbox"/> Tables: (qty)		<input type="checkbox"/> AV:		
<input type="checkbox"/> Chairs: (qty)				
<input type="checkbox"/> Other:				
<input type="checkbox"/> Other:				

AGREEMENT

(NAME OF FACILITY USER) does covenant and agree to defend, indemnify and hold harmless the Special School District 6 from and against any and all liability, loss, damages, claims or action (including costs and attorney's fees) for bodily injury and/or property damage, to the extent permissible by law, arising out of or in any way connected with the actual or proposed use of Special School District 6 property, facilities and/or services, including but not limited to bodily injury to any employee, invitee, guest, contractor or subcontractor of (FACILITY USER).

(FACILITY USER) understands and agrees that its use of Special School District 6 property and facilities includes, but is not limited to, all areas identified in the application and/or permit and sidewalks, walkways, parking lots, entrances, stairs, and all other areas incidental to and/or connected with the use of the premises (hereinafter referred to as "incidental areas"). FACILITY USER agrees that its indemnity and insurance obligations extend to the areas identified in the application and/or permit and any and all incidental areas.

We agree to abide by the Facility Use Policy of South St. Paul Special School District 6. Major items regarding this policy appear on the back of this form or as an email attachment. Users are responsible for adhering to Policy 902 in its entirety; copy available on district website or by calling Community Education, 651-306-3632.

Signature

Signature of adult responsible

Date

***A Facility Contract will be sent to applicant as confirmation of your Facility Use Permit.
An estimate of fees will be listed on the contract.***

Copies of contract will be forward to: Building Principal, Building Custodian, Director of Buildings & Grounds and Activities Director; Classroom teacher, Technology and Nutrition Services when applicable.



Adopted: March 13, 1974

Revised: 9/11/74, 9/7/77, 6/30/81, 8/18/81, 3/16/82, 5/4/82, 10/4/83, 4/9/85, 1/7/86,
6/5/90, 5/19/92, 3/15/95, 1/10/05, 12/10/07; 4/25/11; 9/10/12; 7/25/16
Abolished policy 902.2 on 2/10/20 and became Policy 902 - Appendix II
6/28/21

902 – Appendix II PROCEDURES FOR USING SCHOOL DISTRICT FACILITIES AND EQUIPMENT

FACILITIES AVAILABLE

Most school facilities are available for a variety of activities, as guided by school board policies. The following are the types of facilities that may be available for community use:

- Gymnasiums
- Athletic Fields/Stadiums (including Packer Activity Center)
- Auditoriums
- Meeting Rooms
- Media Centers
- Classrooms
- Cafeterias
- Pool Area
- Gymnastics Area

Facilities are available during non school hours. General hours of operation for non school district activities and events during the school year are as follows:

- Weekdays — end of the school day to 9:00 p.m.
 - Monday through Thursday (Elementary)
 - Monday through Friday (Secondary)
- Saturdays — 7:30 a.m. — 2:00 p.m. (Secondary only)
- Additional days and times may be available upon request and are dependent on staffing availability.

Facility rental hours may be granted according to the times listed on the District's website and/or when such use does not conflict with the school day and/or school activities. Additional days and times may be available upon request and are dependent on staffing availability.

SERVICES AVAILABLE

The Community Education office serves as the operations and facilities service center for all community use of school facilities in the areas of scheduling, billing and supervision. Community Education staff coordinate requests for school equipment related to the activity (on-site-use only).

CLASSIFICATION OF ORGANIZATIONS AND PRIORITIES FOR USE OF FACILITIES

Organizations using school facilities are grouped into one of four classes, ~~three non-school district sponsored groups and a fourth user group for school district sponsored activities.~~ A rental fee schedule has been established for facility usage for non-district organizations based on the nature and purpose of each group, agency or organization. All other requirements for use, such as application procedure, standards of conduct during use, supervision, etc., are constant for all user groups regardless of organizational differences.

Classifications and priority of access to South St. Paul Public Schools (SSPPS) facilities are as follows:

Class A (first priority)

School sponsored and support programs as defined below are to submit preliminary calendars to the Community Education office by June 30, with revisions taken through ~~Sept. 30~~ August 1. After ~~Sept. 30~~ August 1, schools may still request facilities, but should be done so with the understanding that other groups or organizations may have contracted for use of the facility or equipment.

1. SSPPS sponsored activities, including all community education, athletic and extracurricular activities.
2. SSPPS support organizations meetings, including, but not limited to, PTA/PTO, SSP Educational Foundation and SSP booster club meetings and activities.
3. Special meetings sponsored by local civic and tax supported agencies which are of general interest, educational, open to the public and no administration fee is charged.

Class B (second priority)

Applications for Class B organizations will be accepted on or after ~~Sept. 30~~ August 1

1. Elections*, local public hearings, local caucuses* (except when required by state statute, in which case they will move to Class A)
- ~~2. Youth related, non-profit community organizations such as athletic/activity associations~~
3. Scouts, and 4-H when ~~75~~ 90% of members are SSPPS residents/students
4. Business meetings and recreational use held by non-profit community organizations and informal community groups when at least ~~75~~ 90% of participants are SSPPS residents/students

Class C (third priority)

Applications for Class C organizations will be accepted on or after ~~Oct. 30~~ September 30

1. Community athletic associations and parks and recreation when 90% of members are SSPPS residents/students.
2. Business meetings and recreations use by non-profit and religious community organizations and informal community groups when fewer than ~~75~~ 90% of participants are SSPPS residents/students

3. Activities, such as performances, fund-raisers and conferences by non-profit organizations and informal community groups and service organizations when fewer than 75 90% of participants are SSPPS residents/students.

Class D (fourth priority)

Applications for Class D organizations will be accepted after Nov. 1

1. Individuals, private agencies, companies or vendors
2. Religious organizations
3. For profit commercial and business organizations
4. Fund raising activities hosted or sponsored by religious organizations.

The Community Education office operates a centralized scheduling system coordinating all requests for the use of district spaces. Occasionally, a non-district-scheduled activity may conflict with a planned or rescheduled district activity or program. If a conflict occurs, the district activity or program has priority. Every effort will be made to find an alternate facility for the non-district organization or individual.

The class and rental schedule are determined by the district administration and school board on an annual basis. Additional modifications may be made with school board approval.

INDEMNIFICATION AND PUBLIC LIABILITY INSURANCE

SSPPS carries liability insurance to cover district negligence. The district will require users to provide additional insurance to cover personal injury and property damage arising out of the negligence of any member or guest of the user organization. SSPPS shall be named as an additional insured in the user's policy.

The user hereby agrees to name the District as an unrestricted additional insured on the user's policy

1. The policy naming the District as an additional insured shall:
 - a. be an insurance policy from an A.M. Best rated "secured" State licensed insurer,
 - b. contain a 30-day notice of cancellation;
 - c. state that the organizations coverage shall be primary and noncontributory coverage for the District, its Board, employees and volunteers;
 - d. additional insured status shall be provided with ISO endorsement CG 20 26 or its equivalent.
2. The user agrees to indemnify the District for an applicable deductibles and self-insured retentions.
3. Required Insurance: Commercial General Liability Insurance -\$1,000,000 per occurrence/\$2,000,000 aggregate.
4. User acknowledges that failure to obtain such insurance on behalf of the District constitutes a material breach of contract and subjects it to liability for damages, indemnification and all other legal remedies available to the District.

5. The user is to provide the District with a certificate of insurance and additional insured endorsement, evidencing the above requirements been met. The failure of the District to object to the contents of the certificate or the absences of same shall not be deemed a waiver of any and all rights held by the District.

PROCESS AND PROCEDURES FOR USE OF DISTRICT FACILITIES, GROUNDS AND EQUIPMENT

A facility use permit (“permit”) process is used to secure the use of school facilities and grounds creating a centralized schedule for use and operations. The initial step in the process is the completion of the facility use permit application (Appendix I). An application must be completed to provide reservation information for requested facilities, equipment and special use.

The use of school facilities must be in the public interest. Activities detrimental to the purpose of schools or for private gain will not be allowed in school facilities. The district reserves the right to refuse the use of facilities if deemed not appropriate or is destructive.

Facility Use Permit Application Process

School activities and school organizations shall have priority use of school facilities. All other users will follow the priority listed above. No community use will be scheduled until Sept. 30 for the following school year and after the school activities calendar has been set.

1. Users must complete and return the facility use application form and pay any applicable fees to Community Education at least 10 school days prior to desired use. Reservations cannot be made beyond the current school year.
2. Community Education, Buildings and Grounds, and the Activities Director/office will consult on requests before the request is approved. Use of Competition Gym must be approved by the Activities Director.
3. The application for permit must be submitted by an authorized adult representative of the organization or individual applying for the use and must list the person responsible during the use. Class B and C applicants must be responsible adults residing in SSPPS.
4. A submitted application for a permit for district facilities use constitutes acceptance by the applicant of the responsibilities stated and the willingness to comply with all district policies, rules and regulations regarding the use of school facilities.
5. Each application for a permit for use of district facilities will state the general nature and purpose of the use. A permit will be issued only for the dates, hours, area and equipment specified.
6. If the application is approved, the district will issue a permit to the applicant. Facilities are not reserved until the user group receives a facility use permit distributed by the Community Education office.

7. Once a permit is granted to an organization or individual, facilities will be used strictly for purposes for which the space was requested. Permit holders must not transfer or sublet the permit to another organization or individual, doing so nullifies an approved permit.
8. The permit **should** **must** be in the possession of the group leader upon entry for use of school district facilities to ensure that all details of the event are appropriate for the space being used.
9. District staff are allowed to request a copy of the permit from the organization or individual. If an approved permit cannot be verified, district staff may request the organization or individual to leave the facilities or grounds. Law enforcement will be contacted when a non-verified organization or individual fails to leave the facilities or grounds when requested to by the district representative.
10. A permit will not be granted for any use that in the judgment of the district administration (a) may conflict with the mission of the district, or (b) for which satisfactory sponsorship or adequate adult supervision is not provided.

Facility Use Fees and Billing

Annually, the superintendent will recommend and receive school board approval for the school district facility and equipment use fees and personnel fees. Refer to Appendix III for specific fees. The following is additional information regarding the fee schedule.

1. Rental fees are calculated on a per hour basis and begin at the determined entry time and end at the projected completion of the event.
2. A service fee may be charged if an employee is not on regular duty, or if the intended use does not permit the employee to complete regularly assigned duties. Direct payment by the user to an employee for services is prohibited.
3. Organizations and individuals will assume the cost of custodial service for the use of the school beyond regular custodial duty hours.
4. Any facility user may be assessed a custodial service fee if the use of a facility requires significant clean up. Organizations and individuals are expected to return the facility to its original state before leaving.
5. Facility users must supply and assume the cost of any special supervision required, such as security or parking supervision, as determined by the building administrator or designee.
6. Specific events (e.g., section athletic tournaments) may require a school district administrator or designee to assist with site supervision. The additional supervisor fee will be the responsibility of the facility user.

7. Facility rental fees associated with use of school facilities, deposits/down payments for use of facilities, support staff and special equipment are required for using specific facilities. Please see Appendix III for a Facilities Fee Schedule.
8. Community Education will bill for facility use. An estimate of user fees shall be made at the time of application. Payment is due within 30 days. Applicants with outstanding bills will not receive approval for future applications. State Sales tax will be assessed as required by law.
9. A \$500 damage deposit may be required if the size or activity of the user group increases the potential for property damage. The deposit will be requested prior to use and applied to user fee if no damage is incurred. If no user fee is assessed, the damage deposit will be returned.
10. Organizations may be billed a service fee in the event they or one of their participants causes a false alarm during their rental time
11. Individuals or organizations may give proceeds/monetary gifts to the school district or departments and clubs within the district. However, only the District may pay employees for services involving the use of school facilities.
12. Facilities uses may require additional supervision as determined by the building administrator or designee. Cost will be at current rate.

Changes or Cancellations of Facility Use Permits

1. Cancellations and request changes will be accepted by telephone; changes must be confirmed in writing by the applicant within three days of telephone notice - a \$10 change fee will be assessed to the user. Cancellations must be made to Community Education 48 hours prior to scheduled rental or applicant will be billed the full rental fee and a minimum of two-hours custodial **and building attendant** fees.
2. SSPPS reserves the right to cancel or modify community reservations if the need arises.
3. An approved permit will not be considered by the applicant as a lease, and the building administrator or designee reserves the right to cancel or revoke any permit at any time. Reasons that the school district may cancel a facility permit include, but are not limited to:
 - a. Inadequate group supervision as determined by the building administrator or designee.
 - b. Misuse of equipment or facilities.
 - c. Group conduct of an inappropriate or unacceptable nature as determined by the building administrator or designee.

- d. Emergency situations, including weather conditions or school building site limitations (e.g., water, heat, electrical). The decision to close the school will be made by the superintendent or designee. On days when school is closed, the decision on cancellation or postponement of school district co-curricular events and all other events scheduled in school district facilities will be made by the building administrator or designee.
 - e. Violation of any district policies and failure to comply with district policy.
4. District administration may cancel a permit effective immediately, if, in its judgment continuation would be potentially harmful, dangerous, or the program or participants' actions are not of a moral standard equivalent to that generally accepted by the community.
 5. The district reserves the right to cancel or withhold use privileges if rules and regulations are violated.
 6. In the event of the cancellation or revocation of a permit, there will be no claim or right to damages or compensation on account of any loss, damage or expenses whatsoever.

Site/Activity Supervision

The user organization is fully responsible for the safety and supervision of the specific space that they are using and will assume full liability for any damages keeping in mind the following additional regulations:

1. All activities must be under competent and responsible adult supervision (as defined as a high school graduate, 18 years old or older) with an overall site supervisor identified prior to the start of the event use.
2. Admittance to the designated area is not permitted until the adult supervisor is present. District personnel on duty will supervise the operation of facilities but are not required to supervise the group or its activities.
3. The organization's site supervisor should be the first to arrive and the last to leave the premises at the conclusion of each event.
4. If deemed necessary by the school district, building and/or police supervision may be required and charged to the user.
5. When adult supervision is not adequate, it is the responsibility of the district personnel to report this information to the director of Community Education or designee and take immediate action as appropriate.
6. Responsibility for loss, breakage or repair of any school property rests solely with the organization using the facility or leader in charge of the group.

RULES AND PROCEDURES FOR USE OF DISTRICT FACILITIES AND EQUIPMENT

All district policies, local ordinances, and state and federal laws pertaining to the use of public buildings must be observed.

Prohibited Activities

The following types of activities are prohibited by permit holders:

1. Promulgating any theory or doctrine subversive to the laws of the United States or any political subdivision thereof advocating governmental change by violence.
2. Any activity that may violate the canons of good morals, manners or taste or be injurious to the buildings, grounds or equipment.
3. Any purpose in conflict with school activities.
4. Fundraising campaigns, except as already permitted by school board policy.
5. Activities violating school district policies.
6. During the school day, the district prohibits the selling or displaying for sale of any items or services by commercial organizations or individuals for profit-making purposes, except those specifically related to the school in which they are displayed.
7. School facilities are not to be used for wedding activities, baby showers, or birthday parties. **Excluding Central Square Community Center.**

Rules for Use of District Facilities and Equipment

The following rules must be observed in the use of school district facilities, and the groups, organizations and individuals will be held responsible for compliance. Requests which may not clearly be included in the guidelines of this policy will be acted upon at the discretion of the Director of Community Education.

Public Good

1. The use of school facilities must be in the public interest. Activities detrimental to the purpose of schools or for private gain will not be allowed in school facilities.
2. The District reserves the right to refuse the use of facilities if deemed not appropriate or is destructive.
3. Churches desiring the use of school facilities for worship services are covered by the Minnesota Statute Section 123.36, sub. 5. School use for a worship service requires approval by the Board of Education.

4. Religious organizations, commercial and business organizations, and political groups may not use facilities on a continued basis except for recreational purposes. Continued use due to emergency needs must be approved by the Board of Education.

Local, State and Federal Laws

1. Permission granted for school facility/equipment use is not transferrable.
2. Possession and use of tobacco and alcoholic beverages are not permitted on district property at any time.
3. Gambling on school premises is prohibited.
4. No firearms will be brought onto district property for any reason other than an authorized firearms safety program or by authorized law enforcement personnel.
5. Fire and safety regulations of the state, district, county, and city must be observed at all times. All legal ordinances pertaining to public assemblies must be adhered to and will be enforced.

Facility Use Expectations

1. The school district is not responsible for lost or stolen items. The district does not assume liability or responsibility for any equipment owned or leased by any permit holder, which is used or stored on school district property.
2. School district facilities must be vacated by the time indicated on the usage permit or additional charges will be assessed.
3. The building administrator or designee is authorized to act in any case not covered by the rules and regulations or to make exception to the rules and regulations as deemed necessary.
4. Vehicle parking must use the dedicated parking lots of the district and all posted parking regulations must be followed.
5. Animals are not permitted in district facilities without prior approval unless it is an authorized service animal or part of a presentation/program.
6. Any organization with youth under the age 18 years old requires the presence of adequate adult supervision at all times.
7. Decorations must be fireproof. Affixing materials of any kind to floors or walls is not permitted.

8. Prior to the start of the event, an announcement should be made to group members regarding emergency evacuations procedures.
9. In the event of an accident, users must notify the custodian on duty or call the Community Education office within 24 hours at 651-306-3632.
10. Users must report any damage of school property to facility use **clerk** facilitator within 24 hours at 651-3036-3632 and will be responsible for replacing or repairing said property.

Equipment Use Expectations

1. The use of district-owned equipment for private purposes either on or off school property is prohibited. School equipment shall not leave district property. No exceptions are to be made except by express approval granted by the superintendent.
- ~~2.~~ School equipment (i.e. chairs, tables, audio-visual equipment, and large recreational/athletic equipment) may be used when requested on the facility use permit. **Arrangements must be made five days in advance with the facility use facilitator.**
3. Equipment of a specialized nature will be made available only with authorized personnel, approved by a district administrator, to supervise its operations.
4. With the exception of small athletic equipment, any apparatus or equipment brought into school buildings must have prior approval on facility use permit and must be removed promptly so it does not interfere with the normal school program.
5. School materials and equipment must not be moved between or among rooms without prior approval. Such moves must be made by, or under the supervision of, school personnel. All costs for moving materials and equipment will be billed to user. User will set up/take down tables and chairs.
6. Following use, facilities must be cleaned and restored to original condition. This includes corridors and washrooms. Users not complying will be charged a clean-up fee based on custodial time required.

Special Facility/Equipment Uses

- Gymnasium
 - Soft-soled, non-marking shoes must be worn on gymnasium floors when used for recreational purposes.
 - Baseball/Softball activities are not allowed in elementary school gyms
 - Recreational groups must provide their own small equipment such as balls.
- Auditorium

- School personnel must be employed by user to operate auditorium equipment and paid at current or overtime rate.
- Individuals and groups using the auditorium will be held responsible for the repair or replacement of damaged equipment. An inventory will be taken prior to, and after use of, the auditorium and user will be responsible for any missing item.
- Privately owned sound and light equipment may not be connected to school equipment.
- Computers/Technology
 - Computer classrooms may be utilized if (a) at least 50% of the computers are utilized, and (b) a qualified instructor is supervising.
 - Users may not bring programs or disks from outside the classroom for use in the computers.
 - Video and computer equipment may only be checked out by staff when used for class preparation or professional development.
 - Computer and video use by the general public is limited to those enrolled in Community Education classes requiring computers and videos or using presentation facilities.
- Cafeteria/Kitchen/Vending Machines
 - Cafeterias can be multi-purpose rooms but their use should be consistent with the design of the room.
 - Cafeteria use should be limited to: dinners and banquets, refreshment preparation, dances, if the floor is appropriate, and large group meetings when no other facilities are available.
 - Food service personnel must be employed and paid at current rate or overtime rate when kitchen equipment is used.
 - Users are not allowed to unplug vending machines in the building.
 - It is permissible to post signs on vending machines indicating that they are not to be used during your event provided signs are removed and disposed of following the conclusion of the event.



Adopted: January 10, 2005

Revised: 12/10/07; 4/25/11; 9/10/12; 7/25/16; 2/10/20

**Abolished policy 902.4 on 2/10/20 and became Policy 902- Appendix IV
6/28/21**

902 – Appendix IV USE OF PACKER ACTIVITY CENTER (PAC)

1. Custodial Coverage/District Building Attendant/District Approved Coach
 - Custodial/District Building Attendant/District Approved Coach coverage is required for whenever school building facilities are in use including the PAC and tournament play
 - Tournament play is defined as anytime a game or contest is played as part of an event that involves two non-South St. Paul based teams playing against each other.
 - Any board approved coach who will act as the PAC building attendant, must be scheduled through the activities director.
 - The board approved coach or building attendant may not reassign supervision duties to anyone else.
 - The custodian/district building attendant/district approved coach must physically check the area, prior to the group's departure, to ensure the facility has been left in the condition in which they arrived.
2. Approved Activities/Functions
 - Approved activities include those that normally require gymnasiums when performed indoors. This would include but is not limited to: basketball, volleyball, tennis, instrumental music competitions and large group exercise.
 - Other activities such as softball, baseball, and soccer are approved with limitations: Current school board approved coach or district building attendant is present at all times; Proper cages, netting, floor protection (for batting), and equipment are in place per PAC Facility Use Guidelines; and Park and Recreation sponsored and supervised activities.
3. Priority Use
 - Class A (first priority) Application accepted prior to September 30
 - Class B (second priority) Application accepted on or after September 30
 - Class C (third priority) Application accepted on or after October 30
 - Class D (fourth priority) Application accepted on or after November 30
 - Refer to policy 902.2 to determine classification of user
4. Floor Protection
 - Refer to PAC Facility Use Guidelines
 - Proper footwear is required by all users. Proper footwear is defined as appropriate non-marking soled shoes – no cleats.
 - No food or beverages are allowed in any area of the Fitness Center or PAC.
 - For the protection of stall 4, there are no baseball/softball or kicking activities allowed
5. Locker Rooms
 - Use of locker rooms is permissible with prior approval and requires a current school board approved coach or custodian to be on duty.



Adopted: January 10, 2005

MSBA/MASA Model Policy 903

Orig. 1995

Revised: 11/28/011; 1/14/19; 6/28/21

Rev. 2017

903 VISITORS TO SCHOOL DISTRICT PROPERTIES AND FACILITIES BUILDINGS AND SITES

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property. The purpose of this policy is to establish rules and procedures governing visits to District properties and facilities.

II. GENERAL STATEMENT OF POLICY

A. The school board encourages interest on the part of parents and community members in our facilities and on our properties. school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district. At the same time, the School Board recognizes that reasonable restrictions must be placed on visits to District facilities in order to maintain an environment that is safe and conducive to learning and working. The School Board adopted this policy after considering and weighing these and other social, political, economic and educational factors.

B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. DEFINITIONS

- A. “Central administrator” means the superintendent of any director with district-wide responsibilities.
- B. “District facility” means any building that is owned, leased, or operated by the district.
- C. “District property” means any real property that is owned, leased, or operated by the district, including but not limited to, athletic stadiums and athletic fields.
- D. “Parent” means a biological parent, adoptive parent, legal guardian, or conservator.

- E. “School building” means any district facility where a program of education is offered to preschool, elementary school, middle school, or high school students, including an alternative school.
- F. ~~“Visitor” means any person who enters a district facility except for the following enrolled students who are in the facility to attend school, to participate in a school sponsored event or activity, or to attend a meeting of a student initiated, non-curriculum related group that is recognized by the District; employees who are assigned to work at the facility or are otherwise authorized to enter the facility; volunteers who have been assigned to be in the facility at the time of the visit.~~ “Visitor” means any person who enters a District facility during the regular school year between the regular hours of operation except for the following: enrolled students who are in the facility to attend school, to participate in a school sponsored event or activity, or to attend a meeting of a student-initiated, non-curriculum related group that is recognized by the District; employees who are assigned to work at the facility or are otherwise authorized to enter the facility; volunteers who have been assigned to be in the facility at the time of the visit; and central administrators.

IV. **PROCEDURES RESPONSIBILITY**

- ~~A. The school district administration shall present recommended visitor procedures and requirements to the school board for review. The procedures shall be communicated to the school community and the general public.~~
- B. **Visitor Procedures.** All visitors must comply with the following procedures when entering a District facility, unless they are attending an event or activity that is open to the public, such as parent-teacher conferences, a school board meeting, or an athletic contest:
1. Immediately upon entering a District facility, all visitors must report to the administrative office or reception desk. Signage to this effect must be prominently displayed on or near all unlocked doors to the facility.
 2. Upon reporting to the administrative office or reception desk, all visitors must complete a form that requires them to do the following: print and sign their names, state the purpose of their visit, state the time of their arrival, and state the location of the building in which the visit will occur.
 3. Subject to the requirements of this policy, parents may observe their child in the classroom for up to two hours on two occasions per school year. Parents who wish to observe their children in the classroom during the regular school day must schedule the visit at least three (3) school days in advance with the building principal. A central administrator, building principal, assistant principal, or designee may reschedule or terminate any visit in the event of an emergency or unforeseen circumstance.

4. A central administrator or building principal may impose additional restrictions on any parent who has caused a disruption in a District facility.
5. A central administrator, the building principal, an assistant principal, or a designee will follow this policy in determining whether or not permission will be granted for a visit to a school building. A central administrator will follow this policy in determining whether or not permission will be granted for a visit to a District facility that is not a school building.
6. If permission for a visit is granted, the visitor will be given a visitor's identification badge stating the visitor's name and the location in the building where the visit will occur.
7. All visitors must wear the issued visitor identification badge in a conspicuous location at all times while in a District facility.
8. If a school employee sees a visitor in a school building without a visitor's identification badge, the employee must either escort the visitor to the administrative office or immediately notify the administrative office of the presence of the visitor.
9. Upon completing a visit, a visitor must return to the administrative office or reception desk, return the visitor's identification badge, sign his/her name on the same form that was signed upon entering the building, and state the time of his/her departure.

C. **Parent Procedures for Communicating with Children.** The District recognizes that under limited circumstances parents may occasionally need to communicate with their children during the school day. When this need arises, parents must follow one of the following procedures:

1. Parents may call the office and ask to speak with their child. School staff will then locate the child and instruct the child come to the office to speak with the parent by telephone. This may occur by making an announcement over the school's intercom system. Students generally will not be permitted to place or receive a call from a classroom.
2. Parents may enter the administrative office of a school building and ask the office staff to call their child to the office. Parents may not go directly to a classroom or to any other location in a District facility without complying with the Visitor Procedures stated in this policy.
3. Students will not be permitted to make calls or receive calls on personal cell phones during any class period.

- D. **Administrative Procedures in Response to Inappropriate Conduct.** Central administrators, building principals, assistant principals, and designees are encouraged to take the following steps when a visitor violates this policy or engages in any other inappropriate conduct:
1. Notify the offending visitor that his or her conduct is inappropriate.
 2. Notify the offending visitor that if the conduct does not cease immediately, the visitor will be required to leave the building.
 3. Notify the offending visitor that he or she is required to immediately leave the building.
 4. Contact law enforcement.
 5. Document the incident.
 6. Take other action that the central administrator, building principal, assistant principal, or designee reasonably deems to be prudent or necessary in order to: (a) protect the safety of students, staff, or school property; (b) maintain an environment that is conducive to learning and working; and (c) maintain an environment that is free from all forms of abusive and disruptive conduct.
 7. Any step or steps of this procedure may be skipped or addressed at a later time if the central administrator, building principal, assistant principal, or designee determines, in the exercise of his or her professional judgment, that immediate removal of the offending visitor is in the best interests of the students or the staff.

V. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

- A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.
- B. A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to the same level of computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

VI. RULES OF CONDUCT FOR VISITORS

- A. **Required Conduct.** All visitors must demonstrate respect and civility when interacting with other individuals during a visit. In addition, all visitors must immediately comply with any and all lawful directives given by a District employee, including a directive to leave the building.
- B. **Prohibited Conduct.** Visitors must not do any of the following during a visit:
1. Violate any law;
 2. Violate any District or school policy, regulation, rule, or procedure;
 3. Make any threat or engage in any threatening or intimidating behavior;
 4. Engage in any conduct that is designed to intimidate another person or that could reasonably be perceived as being designed to intimidate another person;
 5. Demonstrate hostility toward another person;
 6. Engage in conduct that is objectively rude;
 7. Use any obscene or foul language;
 8. Make or participate in making any personal attacks against another person;
 9. Make or participate in making any objectively disrespectful, demeaning, disparaging, or insulting comments or statements about or to another person;
 10. Make unwelcome physical contact with any person other than their own child, unless the physical contact is part of the normal greeting process, such as a handshake, or is reasonably necessary to prevent imminent harm to another person or serious harm to property;
 11. Photograph, film, or otherwise create an audio or video record of any students, employees, or volunteers of the District, unless the visitor is on District property or in a limited part of a District facility to attend an event or activity that is open to the public, such as a school board meeting or an athletic contest;
 12. Enter onto school property while impaired from the use of alcohol or any other chemical;
 13. Create or participate in creating a disruption to the learning or working environment. Examples of disruptive behavior include, but are not limited to, using a raised voice, shouting, or yelling; swearing; talking with a teacher, classroom aide, or a student while observing in a classroom; using

or allowing a cellular device make noise in the classroom; and engaging in other conduct that interrupts a lesson while observing in a classroom.

VII. GROUNDS FOR DENYING A REQUEST TO VISIT

A. Parent Visits for Purpose Other than Classroom Observation. A central administrator, a building principal, an assistant principal, or a designee may deny permission for a parent to visit any part of a District facility if the central administrator, the principal, the assistant principal, or the designee determines that:

1. The parent has refused or failed to comply with any part of this policy;
2. The parent violated any rule or procedure of this policy while visiting a District facility on a prior occasion during the school year;
3. The requested date or time for the visit is educationally inappropriate or inconvenient;
4. The parent has created a disruption during a prior visit and is likely to create a disruption if permitted to visit again;
5. The parent's presence in the District facility is not in the best interests of student or staff;
6. The parent presents a risk of harm to a student, to a staff member, or to District property;
7. The parent's parental rights have been terminated or the parent does not have physical custody or visitation rights during the school day or the period of time when the parent wants to visit the District facility; or
8. The parent's actions or words suggest that the parent is impaired from using alcohol or another chemical.

B. Classroom Observations by Parent. A central administrator, the building principal, an assistant principal, or a designee may deny a parent's request to observe his or her child in the classroom, or may revoke permission for such a visit, if the central administrator, principal, assistant principal, or designee determines that:

1. Any of the reasons for denying a visit in Section V(A) of this policy have been met;
2. The parent has failed or refused to schedule the classroom observation in advance;
3. The parent observed in the classroom on a prior occasion during the school year and created a disruption;

4. The requested date or time for the observation is educationally inappropriate or inconvenient, such as when a test is being administered, when a substitute teacher or guest speaker is present, or when students are attending an assembly or going on a field trip;
5. The parent has already observed the child in the classroom on two occasions during the school year;
6. The parent's presence in the classroom is not in the best interests of the student, other children, or staff.

C. Classroom Observations by an Independent Examiner. If the parent of a special education student requests an independent educational evaluation (IEE) or hires an independent examiner to evaluate a child, and the parent requests that the independent examiner be permitted to observe the child in the classroom, the District will allow the independent examiner to visit and observe the student in the classroom to the extent permitted by law, provided that the independent examiner complies all provisions of this policy and does not create a disruption. The District may assign a staff member to accompany an independent examiner during all observations. An independent examiner may not interview any students at school or any District employees without prior written permission from the District. A District representative will be present during any interviews.

D. Parent's Right to Appeal. If a parent believes that a request to visit a District facility has been improperly denied, the parent may submit a written appeal to the Superintendent. The decision of the Superintendent, or a designee of the Superintendent, is final.

E. Visits by Third Parties. A central administrator, a building principal, an assistant principal, or a designee may, as he or she sees fit, deny a visitor's request to visit any part of a District facility if the visitor is not a parent of a child who attends school in the facility.

VIII. VISITOR LIMITATIONS

~~A. An individual, post-secondary enrolment options student, or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.~~

~~B. Visitors, including post-secondary enrollment options students, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When~~

unauthorized vehicles of visitors are parked on school property, school officials may:

1. — move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
2. — if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.

C. — An individual or group who enters school property without complying with this policy and building procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the administrator or designee in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

IX. PARKING

During school hours, visitors must park their vehicles in spaces designated for visitors. Vehicles that are parked in unauthorized spaces may be towed to a different location at the vehicle owner's expense.

X. PENALTIES

Permission to be in a district facility is conditioned upon compliance with this policy. Pursuant to Minnesota Statutes section 609.605, subdivision 4, any person who violates this policy may be found guilty of a misdemeanor. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner and for a reasonable period of time pending the arrival of a law enforcement officer. In addition to imposing other consequences specified in this policy, a central administrator, building principal, or assistant principal may issue an order prohibiting a person from entering onto school property.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Cross References: Policy 527 (Student Use and Parking of Motor Vehicles, Patrols, Inspections and Searches)



SOUTH ST. PAUL PUBLIC SCHOOLS

School Board Agenda Item

Meeting Date: June 28, 2021

Place on Agenda: Committee-of-the-Whole

Action Requested: None. Discussion Only.

Attachment: None

Topic: Committee Updates
Presenter(s): School Board Members
Background: School Board members will provide an update for the following committees that they serve on: <ul style="list-style-type: none">• District 917• Association for Metropolitan School Districts (AMSD)• Central Square Community Center (CSCC)• Community Education• SSP Educational Foundation• Equity Alliance MN• District Facilities• District Finance• SSP Open Foundation• District Policy• District Community Engagement and Public Relations• District Superintendent/Executive
Recommendation: N/A
Alternatives: N/A