



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

Monday, June 27, 2022 5:00 PM

Location: Fleming Field Airport

1725 Henry Avenue

South St. Paul, MN 55075

### Agenda

|      |   |           |
|------|---|-----------|
| I.   | <b>COMMUNITY SURVEY</b> (B. Zambreno/P. Leatherman)   |           |
| A.   | Community Survey Results  | 3         |
| II.  | <b>RESOLUTIONS</b> (B. Zambreno)  |           |
| A.   | 2022-23 Resolution for Membership into the Minnesota State High School League (MSHSL)   | 4         |
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| III. | <b>HANDBOOKS</b> (B. Zambreno)  | <b>22</b> |
| A.   | 2022-23 Student Rights and Responsibilities Handbook  | 23        |
| B.   | 2022-23 Family Handbook   | 61        |
| IV.  | <b>FINANCE</b> (B. Hoffman)   |           |
| A.   | FY23 Budget   | 84        |
| V.   | <b>SCHOOL BOARD</b>   |           |
| A.   | Community Survey Results and Next Steps   |           |
| B.   | Committee Updates   | 98        |
|      | <ul style="list-style-type: none"><li>• District 917</li><li>• AMSD</li><li>• Community Education</li><li>• Educational Foundation</li><li>• Equity Alliance</li><li>• Finance, Facilities and Long-Range Planning</li><li>• Local Issues</li><li>• Policy</li><li>• Public Relations/Community Engagement</li><li>• SSP Open Foundation</li><li>• Superintendent Executive</li></ul> |           |
| C.   |   |           |
| D.   | Other Items Deemed Necessary by the School Board  |           |





# SOUTH ST. PAUL PUBLIC SCHOOLS

## School Board Agenda Item

**Meeting Date:** June 27, 2022

**Place on Agenda:** Committee-of-the-Whole

**Action Requested:** None. Discussion only.

**Attachment:** None.

|   |
|---|
| <b>Topic:</b> Community Survey  |
| <b>Presenter(s):</b> Superintendent Brian Zambreno and Peter Leatherman   |
| <p><b>Background:</b></p> <p>When Dr. Zambreno took over as superintendent of schools in March, he released his 90-day entry plan. As part of that plan, he committed to meeting with a variety of stakeholders to learn about the district. Over the last three months, he heard from family members, students, staff, and the broader community about the successes and challenges facing the district. He has also spent much of this time reviewing data related to academic outcomes and the financial health of the district.</p> <p>To learn more from stakeholders in the community, the South St. Paul Public School District contracted with Morris-Leatherman to conduct a survey to gather information from an even broader group of South St. Paul residents. The survey was done through phone interviews with randomly selected community members asking for their feedback related to the performance of the district, academic programs, and school funding.</p> <p>On Monday evening, Peter Leatherman of Morris-Leatherman will share the results of the survey and any key findings that may inform any next steps in short and long-term planning as well as potential future referendums related to school funding.</p> |
| <p><b>Recommendation:</b></p> <p>N/A</p>  |
| <p><b>Alternatives:</b></p> <p>N/A</p>  |



## SOUTH ST. PAUL PUBLIC SCHOOLS

### School Board Agenda Item

**Meeting Date:** June 27, 2022

**Place on Agenda:** Committee-of-the-Whole and Regular Agenda/Business Items

**Action Requested:** Approval

**Attachment:** 2022-23 Resolution for Membership in the Minnesota State High School League (MSHSL)

|   |
|---|
| <b>Topic:</b> Minnesota State High School League Membership   |
| <b>Presenter(s):</b> Superintendent Dr. Brian Zambreno  |
| <b>Background:</b><br><br>Each year Minnesota Statute 1993, Section 128C.01, requires individual school boards to authorize membership in the Minnesota State High School League (MSHSL). The Resolution for Membership affirms that (1) that the school board for the school district, delegates control, supervision, and regulation of League-sponsored athletic and fine arts activities to the MSHSL; (2) that the school board adopts the MSHSL Constitution, Bylaws and Rules and Regulations, and (3) that the administration of and the responsibility for supervising your registered activities are assigned to your local school official. Formal approval must be made prior to July 31, 2022. |
| <b>Recommendation:</b><br><br>Approval of the 2022-23 Resolution for Membership in the Minnesota State High School League.  |
| <b>Alternatives:</b><br><br>Do not approve the Resolution for membership into the MSHSL and direct administration with next steps.  |



**2022-2023 RESOLUTION FOR MEMBERSHIP  
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

**RESOLVED**, that the Governing Board of **South St. Paul Public Schools, Special School District 6**, County of **Dakota**, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

**FURTHER RESOLVED**, that the high schools listed below (name all high schools under your governing board):

**South St. Paul High School**

\_\_\_\_\_

\_\_\_\_\_

(If more than four high schools, attach an additional list)

is/are authorized by this, the Governing Board of said school district or school to:

1. \_\_\_\_\_ Make new application for membership in the Minnesota State High School League; School Enrollment (grades 9-12): \_\_\_\_\_  
**OR;**  
 Renew its membership in the Minnesota State High School League; and,
2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

**FURTHER RESOLVED**, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representatives identified by this Governing Board.

***Signing the Resolution for Membership affirms that this Governing Board has viewed the WHY WE PLAY training video which defines the purpose and value of education-based athletic and activity programs and assists school communities in communicating a shared common language.***

*Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Code of Student Conduct violations for students participating in activity programs by member schools.*

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: \_\_\_\_\_  
(Clerk/Secretary - Local Governing Board)

Signed: \_\_\_\_\_  
(Superintendent or Head of School)

Date: **June 27, 2022**

Date: **June 27, 2022**

District/School Office Address: **104 – 5<sup>th</sup> Avenue South, South St. Paul, MN 55075**

Head of School/Superintendent's Phone: **(651) 457-9465**

Head of School/Superintendent's Email: **bzambreno@sspps.org**

**This form must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2022. Retain one copy for the school files.**

## 2022-2023 RESOLUTION FOR MEMBERSHIP

**This information on page must be entered electronically on the MSHSL Resolution for Membership 2022-2023 Form on the League website once for each high school under your governing board.**

The following is taken from the MSHSL Constitution:

### 208.00 LOCAL CONTROL

#### 208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote, such as district meetings, region meetings, and mail ballots.

**One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.**

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

#### 208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

#### 208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

### 208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

- Designated School Board Member  
**Linda Diaz - [ldiaz@sspps.org](mailto:ldiaz@sspps.org)**
- Designated School Representative  
**Brady Krueger - Activities Director**

### 208.02 ACTIVITY REPRESENTATIVES

- Boys Sports **Brady Krueger - Activities Director**
- Girls Sports **Brady Krueger - Activities Director**
- Speech **Brady Krueger - Activities Director**
- Music **Brady Krueger - Activities Director**

### 208.03 LOCAL ADVISORY COMMITTEE MEMBERS

- Board Member **Linda Diaz, Chair**
- Student
- Parent
- Faculty Member

**MAILING REPRESENTATIVE    Activities Director (700 – 2<sup>nd</sup> Street North, South St. Paul, MN 55075)**

By signature on the first page, I have verified that all required representatives above have been entered electronically on the MSHSL Resolution for Membership 2022-2023 Form.

**Meeting Date:** June 27, 2022

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

**Action Requested:** Approval

**Attachment:**

- Resolution Establishing Dates for Filing Affidavits of Candidacy
- Resolution Relating to the Election of School Board Members and Calling the School District General Election

|  |
|--|
| <b>Topic:</b> School Board Elections   |
| <b>Presenter(s):</b> Dr. Brian Zambreno, Superintendent of Schools   |
| <p><b>Background:</b></p> <p>There are four School Board members seats up for election this fall. As a result, two required resolutions will go before the School Board for approval on Monday evening.</p> <p>The first is a <i>Resolution Establishing Dates for Filing Affidavits of Candidacy</i>. This resolution includes the following details for interested and eligible voters to file for the office of School Board member.</p> <ul style="list-style-type: none"> <li>• The filing period for the office of School Board member opens on Tuesday, August 2, 2022, and closes at 5:00 PM on Tuesday, August 16, 2022.</li> <li>• There is a \$2 filing fee that must be submitted in conjunction with the Affidavit of Candidacy.</li> <li>• The Affidavit of Candidacy and \$2 filing fee must be submitted to the office of the City Clerk at the South St. Paul City Hall (125 – 3<sup>rd</sup> Avenue North, South St. Paul), prior to the closing of the filing period on Tuesday, August 16, 2022.</li> </ul> <p>There are legal publishing and posting requirements the School Board Clerk must follow after the Board’s approval of the <i>Resolution Establishing Dates for Filing Affidavits of Candidacy</i>.</p> <p>The second is a <i>Resolution Relating to the Election of School Board Members and Calling the School District General Election</i>. This resolution officially calls for the School District to hold its general election on Tuesday, November 8, 2022, for the purpose of electing four (4) school board members for terms of four (4) years each and directs the School Board Clerk to begin the completing the details legally required for said election.</p> |
| <p><b>Recommendation:</b></p> <p>Recommendation to approve the <i>Resolution Establishing Dates for Filing Affidavits of Candidacy</i> and the <i>Resolution Relating to the Election of School Board Members and Calling the School District General Election</i>.</p>  |
| <p><b>Alternatives:</b></p> <p>N/A</p>   |

EXTRACT OF MINUTES OF MEETING  
OF SCHOOL BOARD  
OF SPECIAL SCHOOL DISTRICT NO. 6  
(SOUTH ST. PAUL PUBLIC SCHOOLS)  
STATE OF MINNESOTA

HELD: JUNE 27, 2022

Pursuant to due call and notice thereof, a regular meeting of the School Board of Special School District No. 6 (South St. Paul Public Schools), State of Minnesota, was held in said school district on June 27, 2022, at 6:00 o'clock p.m., for the purpose, in part, of establishing dates for filing affidavits of candidacy for the 2022 school district general election.

The following members were present:

and the following were absent:

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION ESTABLISHING DATES  
FOR FILING AFFIDAVITS OF CANDIDACY**

BE IT RESOLVED by the School Board of Special School District No. 6, State of Minnesota, as follows:

1. The period for filing Affidavits of Candidacy for the office of school board member of Special School District No. 6 shall begin on August 2, 2022, and shall close on August 16, 2022. An Affidavit of Candidacy must be filed in the office of the City Clerk, South St. Paul City Hall at 125 – 3<sup>rd</sup> Avenue North, South St. Paul, MN 55075 and the \$2 filing fee paid prior to 5:00 o'clock p.m. on August 16, 2022.

2. The Clerk is hereby authorized and directed to cause notice of said filing dates to be published in the official newspaper of the School District at least two (2) weeks prior to the first day to file Affidavits of Candidacy. Publication of said notice prior to the date of adoption of this resolution is hereby ratified and approved in all respects.

3. The Clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the School District at least ten (10) days prior to the first day to file Affidavits of Candidacy.

4. The notice of said filing dates shall be in substantially the following form:

**NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD  
SPECIAL SCHOOL DISTRICT NO. 6  
(SOUTH ST. PAUL PUBLIC SCHOOLS)  
STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that the period for filing Affidavits of Candidacy for the office of School Board member of Special School District No. 6 shall begin on August 2, 2022, and shall close at 5:00 o'clock p.m. on August 16, 2022.

The general election shall be held on Tuesday, November 8, 2022. At that election, four (4) members will be elected to the School Board for terms of four (4) years each.

Affidavits of Candidacy are available from the office of the City Clerk at South St. Paul City Hall , 125 – 3<sup>rd</sup> Avenue North, South St. Paul, MN 55075. The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the School District from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same primary or general election.

The Affidavits of Candidacy must be filed in the office of the City Clerk at South St. Paul City Hall and the filing fee paid prior to 5:00 o'clock p.m. on August 16, 2022.

Dated: June 27, 2022

BY ORDER OF THE SCHOOL BOARD

/s/

\_\_\_\_\_  
School District Clerk  
Special School District No. 6  
(South St. Paul Public Schools)  
State of Minnesota

The motion for the adoption of the foregoing resolution was duly seconded by \_\_\_\_\_ . On a roll call vote, the following voted in favor:

and the following voted against:

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA    )  
  ) ss.  
COUNTY OF DAKOTA    )

I, the undersigned, being the duly qualified and acting Clerk of Special School District No. 6 (South St. Paul Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the School board of said school district duly called and held on the date therein indicated, so far as such minutes relate to establishing dates for filing affidavits of candidacy, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this 27<sup>th</sup> day of June, 2022.

---

School District Clerk



Office of the Minnesota Secretary of State  
**AFFIDAVIT OF CANDIDACY**

|              |       |
|--------------|-------|
| Filing #     | _____ |
| Cash/Check # | _____ |
| Amount \$    | _____ |

**Instructions**

All information on this form is available to the public. Information provided will be published on the [Secretary of State's website](#). If filing for partisan office and not a major party candidate, you must file both an affidavit of candidacy and a nominating petition. (Minn. Stat. 204B.03)

**Candidate Information**

**Name and Office**

Candidate Name (as it will appear on the ballot) \_\_\_\_\_

Office Sought \_\_\_\_\_ District # \_\_\_\_\_

For Partisan Office, Provide Political Party or Principle \_\_\_\_\_

For Judicial Office, Provide Name of Incumbent \_\_\_\_\_

**Residence Address**

Do not complete if residence address is to be private and checkbox below is marked. All address and contact information is optional for federal, judicial, county attorney, and county sheriff office candidates.

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

My residence address is to be classified as private data. I certify a police report has been submitted or I have an order for protection for my (or my family's) safety, or my address is otherwise private by Minnesota law. I have attached a separate form listing my residence address.

**Campaign Address and Contact**

Candidate Phone Number (Required) \_\_\_\_\_

Campaign Contact Address (Required for those who have checked the box above):

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Website \_\_\_\_\_ Email \_\_\_\_\_

**Affirmation**

For all offices, I swear (or affirm) that this is my true name or the name by which I am generally known in the community.

If filing for a state or local office, I also swear (or affirm) that:

- I am eligible to vote in Minnesota;
- I have not filed for the same or any other office at the upcoming primary or general election (except as provided in M.S. 204B.06, subd. 1 (2) );
- I am, or will be on assuming office, 21 years of age or more;
- I will have maintained residence in this district for at least 30 days before the general election; and
- If a major political party candidate, I either participated in the party's most recent precinct caucuses or intend to vote for a majority of that party's candidates at the next general election.

If filing for one of the following offices, I also swear (or affirm) that I meet the requirements listed below:

- United States Senator – I will be an inhabitant of this state when elected and I will be at least 30 years old and a citizen of the United States for not less than nine years on the next January 3rd, or if filled at special election, within 21 days after the election.
- United States Representative – I will be an inhabitant of this state when elected and I will be at least 25 years old and a citizen of the United States for not less than seven years on the next January 3rd, or if filled at special election, within 21 days after the election.
- Governor or Lieutenant Governor – I will be at least 25 years old on the first Monday of the next January and a resident of Minnesota for not less than one year on election day. I am filing jointly with \_\_\_\_\_
- Supreme Court Justice, Court of Appeals Judge, District Court Judge, or County Attorney – I am learned in the law and licensed to practice law in Minnesota. My Minnesota attorney license number is \_\_\_\_\_ and a copy of my license is attached.
- State Senator or State Representative – I will be a resident of Minnesota not less than one year and of this district for six months on the day of the general or special election.
- County Sheriff – I am a licensed peace officer in Minnesota. My Board of Peace Officer Standards and Training license number is \_\_\_\_\_ and a copy of my license is attached.
- School Board Member – I have not been convicted of an offense for which registration is required under Minn. Stat. 243.166.
- County, Municipal, School District, or Special District Office – I meet any other qualifications for that office prescribed by law.

Candidate Signature \_\_\_\_\_ Date \_\_\_\_\_

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

Notary public or other officer empowered to take and certify acknowledgement (Notary stamp)

Office of the Minnesota Secretary of State

**ADDRESS OF RESIDENCE FORM**

**Instructions**

This form is to be attached to the Affidavit of Candidacy when a candidate has checked the Private Data box.

The address of residence is classified as private data at the request of the candidate. The address of residence is used by the filing officer who received the affidavit of candidacy, upon written request of a registered voter, to determine whether the address of residence listed by the candidate is actually located in the area represented by the office sought, pursuant to *Minnesota Statutes*, section 204B.06, subd. 1b (b). While the candidate is not required to provide the address of residence, failure to provide the address of residence will result in an incomplete affidavit of candidacy and the rejection of the affidavit of candidacy, which will result in the omission of the candidate's name from any ballot in the election for which the candidate attempts to file the affidavit of candidacy and pay the filing fee. This information will be available to the filing officer to whom the written request is delivered, to employees of that filing officer and to other elections officials with whom that filing officer consults in order to obtain information necessary to make the determination whether the address of residence listed by the candidate is actually located in the area represented by the office sought.

**Candidate and Address of Residence**

|                |                      |    |                               |
|----------------|----------------------|----|-------------------------------|
| Candidate Name | <input type="text"/> |    |                               |
| Office Sought  | <input type="text"/> |    |                               |
| Street Address | <input type="text"/> |    |                               |
| City           | <input type="text"/> | MN | ZIP Code <input type="text"/> |

**Statement**

Pursuant to *Minnesota Statutes* 204B.06, subd. 1b (c), I have requested that my address of residence be classified as private data. I certify that a police report has been submitted, or I have an order for protection regarding my safety or my family's safety, or my address is otherwise private by Minnesota law.

|                        |                      |      |                      |
|------------------------|----------------------|------|----------------------|
| Signature of candidate | <input type="text"/> | Date | <input type="text"/> |
|------------------------|----------------------|------|----------------------|

EXTRACT OF MINUTES OF MEETING  
OF SCHOOL BOARD  
OF SPECIAL SCHOOL DISTRICT NO. 6  
(SOUTH ST. PAUL PUBLIC SCHOOLS)  
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Special School District No. 6 (South St. Paul Public Schools), State of Minnesota, was held in said School District on June 27, 2022, at 6:00 o'clock p.m.

The following members were present:

and the following were absent:

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD  
MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL  
ELECTION**

BE IT RESOLVED by the School Board of Special School District No. 6, State of Minnesota, as follows:

1. It is necessary for the School District to hold its general election for the purpose of electing four (4) school board members for terms of four (4) years each.
2. The general election is hereby called and directed to be held in conjunction with the State General Election on Tuesday, November 8, 2022.
3. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this general election are those polling places and precincts or parts of precincts located within the boundaries of the School District and which have been established by the cities or towns located in whole or in part within the School District. The voting hours at those polling places shall be the same as those for the State General Election.
4. The Clerk is hereby authorized and directed to cause written notice of said general election to be provided to the County Auditor of each county in which the School District is located, in whole or in part, at least seventy-four (74) days before the date of said election. The notice shall specify the date of said election and the office or offices to be voted on at said general election. Any notice given prior to the adoption of this resolution is ratified and confirmed in all respects.
5. The Clerk is hereby authorized and directed to cause notice of said general election to be posted for public inspection at the administrative offices of the School District at least ten (10) days before the date of said election.

6. The Clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the School District at least four (4) days before the date of said election and to cause two sample ballots to be posted in polling places located within the School District on election day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

7. The Clerk is hereby authorized and directed to cause notice of said election to be published in the official newspaper of the School District, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of the election. The notice of election so posted and published shall state the offices to be filled as set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

8. The Clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this general election and generally to cooperate with state, city, township and county election authorities conducting the state general and other elections on that date. The Clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate municipal and county officials regarding preparation and distribution of ballots, election administration and cost sharing.

9. The Clerk is further authorized and directed to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system:

**[Form of Ballot on the Following Page]**

# General Election Ballot

## Special School District No. 6 (South St. Paul Public Schools)

November 8, 2022

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### Instructions to Voters

To vote, completely fill in the oval(s) next to your choice(s) like this: ●.

---

### School Board Member

Vote for Up to Four

---

Name

Name

Name

Name

Name

Name

Name

Name

\_\_\_\_\_  
write-in, if any

\_\_\_\_\_  
write-in, if any

\_\_\_\_\_  
write-in, if any

\_\_\_\_\_  
write-in, if any

10. Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

11. The name of each candidate for office at each election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.

12. If the School District will be contracting to print the ballots for this election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall, if requested by the election official, furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The Clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

13. The individuals designated as judges for the State General Election shall act as election judges for this general election at the various polling places and shall conduct said election in the manner described by law. The election judges shall act as clerks of election, count the ballots cast and submit them to the School Board for canvass in the manner provided for other school district elections. The general election must be canvassed between the third and the tenth day following the general election.

14. The School District Clerk shall make all Campaign Financial Reports required to be filed with the School District under Minnesota Statutes, Section 211A.02 available on the School District's website. The Clerk must post the report on the School District's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The School District must make a report available on the School District's website for four years from the date the report was posted to the website. The Clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

The motion for the adoption of the foregoing resolution was duly seconded by \_\_\_\_\_ and upon vote being taken thereon the following voted in favor

thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.





## SOUTH ST. PAUL PUBLIC SCHOOLS

### School Board Agenda Item

- Meeting Date:** June 27, 2022
- Place on Agenda:** Committee-of-the-Whole and Regular Agenda Business Item
- Action Requested:** Approval
- Attachment:** Education Identity and Access Management Board Resolution

|   |
|---|
| <b>Topic:</b> Identified Official with Authority (IOwA) designation   |
| <b>Presenter(s):</b> Dr. Brian Zambreno, Superintendent of Schools  |
| <p><b>Background:</b></p> <p>The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user’s assigned job duties, and will revoke that user’s access when it is no longer needed to perform their job duties.</p> |
| <p><b>Recommendation:</b></p> <p>Recommendation to approve the <i>Education Identity and Access Management Board Resolution</i> that designates <b>Dr. Brian Zambreno</b> as the Identified Official with Authority for Education Identity Access Management for <b>South St. Paul Public School Dist. 0006-03.</b></p>   |
| <p><b>Alternatives:</b></p> <p>N/A</p>  |



Minnesota's First K-12 IB World Schools District

Phone: (651) 457 - 9465

Fax: (651) 457 - 9485

[www.sspps.org](http://www.sspps.org)

June 27, 2022

## Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each local educational agency that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their local educational agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

**It is strongly recommended that only one person at the local educational agency or organization (the superintendent or director) is designated as the IOwA. The IOwA will grant the IOwA Proxy role(s). Designation of the Identified Official with Authority for Education Identity and Access Management**

**Organization Name:** South St. Paul Public Schools

**Digit or 9-Digit Organization Number:** 0006-03

*The Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOwA) for this organization:*

**Print Name:** Dr. Brian Zambreno

**Title:** Superintendent of Schools

**Board Member Signature:** \_\_\_\_\_

**Name:** Linda Diaz

**Date:** June 27, 2022

Once the EDIAM Board Resolution is completed, scan and email it to:  
[useraccess.mde@state.mn.us](mailto:useraccess.mde@state.mn.us)



# SOUTH ST. PAUL PUBLIC SCHOOLS

## School Board Agenda Item

**Meeting Date:** June 27, 2022

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

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

**Attachments:** Student Rights and Responsibilities Handbook and the Family Handbook

**Topic:** 2022-23 Handbooks

**Presenter(s):** Dr. Brian Zambreno, Superintendent of Schools

**Background:**

The South St. Paul Public Schools overhauled its various handbooks a few years ago 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
  - Content satisfies all of the legal 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.).
  
- **School and Program Guidebooks:** (Will come before the School Board in July/August)
  - Programs–Secondary School Activities Dept., Community Preschool, ECFE, Kids’ Choice and Adult Basic Education (ABE)
  - Schools – Elementary, Middle School, and High School
  - Audience – Students and Families
  - Guidebooks include specific information about procedures that are unique to the specific programs and/or schools, including but not limited to: contact information, calendars, building hours and daily schedules, evacuation and emergency plans, fees, technology, transportation, etc.

**Recommendation:**

Administration requests Board approval for the Students Rights and Responsibilities Handbook

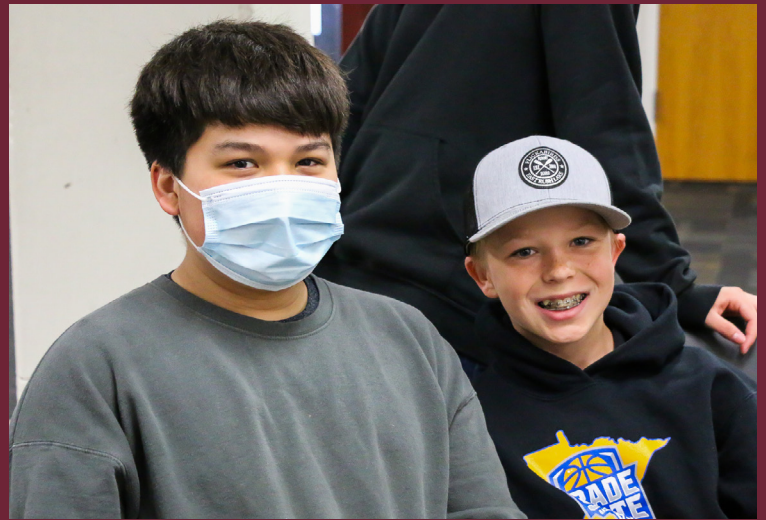
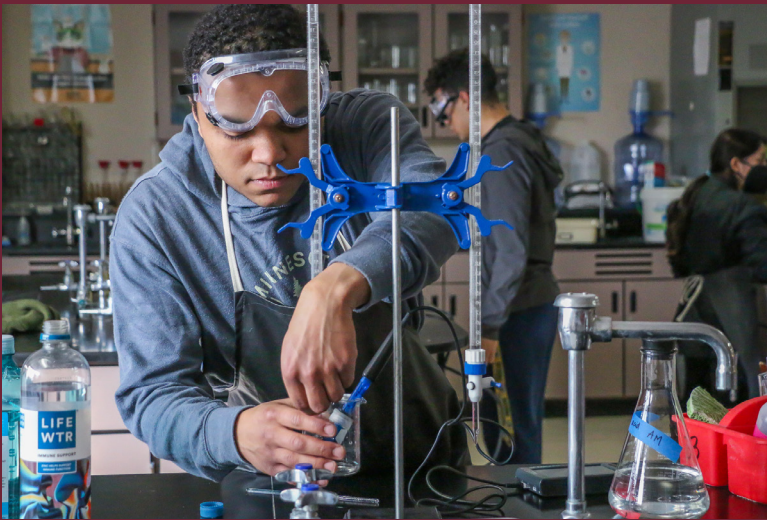
**Alternatives:**

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



2022-2023

# STUDENT RIGHTS AND RESPONSIBILITIES HANDBOOK



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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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yihinini mereja besipanīshi lemek’ebeli kefelegu ibakiwoni timihiriti bētiwoni yanegagiru



# SUPERINTENDENT'S MESSAGE

July 2022

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).

I 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,



Dr. Brian Zambreno  
Superintendent  
South St. Paul Public Schools



# LEADERSHIP TEAM

## SSP SCHOOL BOARD

### Bill Arend

(651) 455-6518

[barend@sspps.org](mailto:barend@sspps.org)

### Linda Diaz

(651) 245-8355

[ldiaz@sspps.org](mailto:ldiaz@sspps.org)

### Wendy Felton

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### Nikki Laliberte

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[nlaliberte@sspps.org](mailto:nlaliberte@sspps.org)

### John Raasch

(651) 747-7877

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[chris.walker@sspps.org](mailto:chris.walker@sspps.org)

### Monica Weber

(612) 720-7222

[mweber@sspps.org](mailto:mweber@sspps.org)

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## DISTRICT LEADERSHIP

### District Office

104 Fifth Ave South  
South St. Paul, MN 55075

### Superintendent Brian Zambreno

(651) 457-9465

[bzambreno@sspps.org](mailto:bzambreno@sspps.org)

### Director of Buildings and Grounds

Mark Fenton

(651) 457-9431

[mfenton@sspps.org](mailto:mfenton@sspps.org)

### Director of Learning and Equity

Chad Schmidt

(651) 457-9416

[chad.schmidt@sspps.org](mailto:chad.schmidt@sspps.org)

### Director of Community Education and Early Learning

Jeanne Zehnder

(651) 306-3634

[jzehnder@sspps.org](mailto:jzehnder@sspps.org)

### Director of Nutrition Services

Dorie Pavel

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[dpavel@sspps.org](mailto:dpavel@sspps.org)

### Director of Finance

Brady Hoffman

(651) 457-9428

[bhoffman@sspps.org](mailto:bhoffman@sspps.org)

### Director of Student Services

Lisa Kraft

(651) 457-9466

[lkraft@sspps.org](mailto:lkraft@sspps.org)

### Director of Human Resources

Joel Milteer

(651) 457-9473

[jmilteer@sspps.org](mailto:jmilteer@sspps.org)

### Director of Technology

Paul Brashear

(651) 552-5560

[pbrashear@sspps.org](mailto:pbrashear@sspps.org)



## SCHOOL LEADERSHIP



### EARLY LEARNING/FAMILY EDUCATION CENTER (BIRTH-5)

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

(651) 457-9418

**Jeanne Zehnder**

*Director*

(651) 306-3634

[jzehnder@sspps.org](mailto:jzehnder@sspps.org)

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### 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](mailto:tbretoi@sspps.org)

**Dan Riley**

*Asst. Principal*

(651) 451-9260 | ext. 6307

[driley@sspps.org](mailto:driley@sspps.org)

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### LINCOLN CENTER (GRADES PREK-5)

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

(651) 457-9426

**Theresa Starkman**

*Principal*

(651) 457-9426 | ext. 9461

[tstarkman@sspps.org](mailto:tstarkman@sspps.org)

**Deanne Edlefsen**

*Asst. Principal*

(651) 457-9426 | ext. 7407

[dedlefsen@sspps.org](mailto:dedlefsen@sspps.org)

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### SSP SECONDARY (GRADES 6-12)

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

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**Julian Stanke**

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### SSP COMMUNITY LEARNING CENTER (GRADES 10-12)

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

(651) 450-9966

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*Principal*

(651) 457-9402

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**Robin O'Reilly**

*Asst. Principal*

(651) 306-3686

[roreilly@sspps.org](mailto: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.

TBD

*Kaposia, IB-PYP Coordinator*  
(651) 288-6878

### 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.

**Diane Tiffany**

*Lincoln Center IB-PYP Coordinator*  
(651) 457-9426  
[dtiffany@sspps.org](mailto:dtiffany@sspps.org)

### 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.

**Melissa Miller**

*SSP Secondary IB-MYP Coordinator*  
(651) 552-5569  
[mmiller@sspps.org](mailto:mmiller@sspps.org)

**Conrad Anderson**

*SSP Secondary IB-DP Coordinator*  
(651) 457-9454  
[canderson@sspps.org](mailto:canderson@sspps.org)



## **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   |
|--|--|
| <b>You have the RIGHT</b> 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. | <b>You have a RESPONSIBILITY</b> to treat your fellow students and all school employees with respect.  |
| <b>You have the RIGHT</b> to be treated as a unique individual with different needs, learning styles and abilities.  | <b>You have a RESPONSIBILITY</b> to complete assignments to the best of your ability and to adapt to different teachers and teaching styles. |
| <b>You have the RIGHT</b> , along with your parents, to participate in decisions affecting your educational program  | <b>You and your parents have a RESPONSIBILITY</b> to actively participate in conferences and meetings held on your behalf.                   |
| <b>You have the RIGHT</b> to a comprehensive curriculum.   | <b>You have a RESPONSIBILITY</b> to take advantage of the curriculum   |
| <b>You have the RIGHT</b> to expect a building environment that is safe, clean and comfortable.  | <b>You have a RESPONSIBILITY</b> to do your part in maintaining the safety, cleanliness and comfort of that environment.                     |
| <b>You have the RIGHT</b> to attend classes where dedicated, caring teachers are well prepared to teach.   | <b>You have a RESPONSIBILITY</b> to be well prepared to learn.   |



## **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

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# 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](http://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, Academic Dishonesty** —Students are expected to do their own work and to provide proper citations and attributions when their work references materials created by others. Academic Dishonesty is intentional behavior including, but not limited to, plagiarism, copying another’s work, cheating, or altering records. 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 |
| <b>Grades K-5</b>                       | Office referral; investigation; documentation; conference with parent; removal from class; up to 5 days suspension; notification of police if medical attention needed |  |  |             |
| <b>Grades 6-8</b>                       | 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         |
| <b>Grades 9-12 (student to student)</b> | Meet with team (admin, counselor, parent, teachers); up to 10 days suspension; notify police; possible recommendation of expulsion                                     | TBD  |  |             |
| <b>Grades 9-12 (student to staff)</b>   | 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  |
| <b>Grades K-12</b> | 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 |
| <b>Grades K-5</b>  | Documentation of incident; office referral; investigation; conference with parent; up to 5-day suspension  |   |   |             |
| <b>Grades 6-8</b>  | 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         |
| <b>Grades 9-12</b> | 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   |
| <b>Grades K-5</b>  | Verbal warning; confiscation; parent notification; confiscation; meet with team (counselor, admin, teacher) |   |   |   |
| <b>Grades 6-12</b> | 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 |
| <b>Grades K-5</b>  | Office referral; confiscation of item; conference with parent; up to 5-day suspension; possible notification of police |  |  |             |
| <b>Grades 6-12</b>   |  |  |  |             |
| <b>POSSESSION/USE</b><br>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         |
| <b>POSSESSION/USE</b><br>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  |             |
| <b>SALE/DISTRIBUTION</b><br>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 | <sup>1</sup> Manifestation Determination | <sup>2</sup> 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**:

- A. Physical harm to another student
- B. Property damage
- C. Physical harm or threat of physical harm to driver (may result in arrest)
- D. Refusal to obey driver or verbal abuse of driver
- E. Disruption; which creates a safety hazard
- F. 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><b><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></b></p> <ul style="list-style-type: none"> <li>• Students are required to turn off all devices when entering the building.</li> <li>• Students may turn the devices back on again when exiting the building, unless otherwise instructed by a staff member.</li> <li>• Uses of these devices in the classroom without permission from the instructor are subject to the consequences listed.</li> </ul> <p><b><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></b></p> <ul style="list-style-type: none"> <li>• Students are not allowed to contact parents during the school day using their personal device.</li> <li>• Students must ask permission to contact parents and will use a school phone when given permission by school personnel.</li> </ul> | <ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Confiscation</li> <li>• Classroom consequences</li> <li>• Parent notification</li> <li>• Removal from class</li> <li>• Detention</li> <li>• Team meeting (teacher, parent, counselor, admin)</li> <li>• Morning check-in</li> <li>• Loss of other technology privileges</li> </ul> |
| 9-12  | <p><b><i>Use of personal devices is subject to teacher discretion.</i></b></p> <ul style="list-style-type: none"> <li>• Use of personal electronic devices is a right, not a privilege.</li> <li>• Students are discouraged from using personal electronic devices during the school day unless for instructional use.</li> <li>• Misuse of devices in the classroom or at other times during the school day are subject to the consequences listed.</li> </ul> <p><b><i>Parents are asked to not disrupt the school environment by contacting their children via their cell phone during class.</i></b></p>   | <ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Confiscation</li> <li>• Classroom consequences</li> <li>• Parent notification</li> <li>• Removal from class</li> <li>• Detention</li> <li>• Team meeting (teacher, parent, counselor, admin)</li> <li>• Morning check-in</li> <li>• Loss of other technology privileges</li> </ul> |



# 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](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](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](http://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.

### **Interviews of Students by Outside Agencies** ([Policy 519](#))

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.

### **Medication** ([Policy 516](#))

The district acknowledges that students may require prescription and nonprescription medication during the school day. In such cases, medication may be administered only by the licensed school nurse or other trained school employees. The district strongly discourages students from possessing and self-administering nonprescription medication without written authorization from the student's parent/guardian on file in the health office.



### **Pledge of Allegiance** ([Policy 531](#))

Students shall 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.

### **Promotion, Acceleration, Retention and Program Design** ([Policy 513](#))

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.

### **Protection and Privacy of Student Records** ([Policy 515](#))

The district recognizes its responsibilities in regard to the collection, maintenance and dissemination of student educational records and data. District policy defines the procedures and practices for protecting the privacy of student information in accordance with state and federal laws.

Examples of student directory information are below and may be made available to the public. A parent/guardian may refuse to have any or all of the directory information made public by notifying the building principal in writing in accordance with district policy.

- Student name, address, telephone number and electronic mail address
- Student photograph
- Student date and place of birth
- Student dates of attendance, major field of study, grade level, and enrollment status
- Student participation in officially recognized activities and sports, weight and height of members of athletic teams, degree, honors and awards received, and
- Student degrees, awards most recent educational agency or institution attended
- Parent/Guardian name, address, telephone number

### **Search of Lockers, Desks, Possessions and Persons** ([Policy 502](#))

*(See FAQ regarding searches, page 29)*

School lockers are the property of the district. The district maintains exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school employees for any reason at any time, without notice, without student consent, and without a search warrant.

The personal possessions of students within a school locker or on a student's person may be searched only when school employees have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practical after the search of a student's personal possessions within a locker, a school employee will notify the student whose personal possessions within a locker were searched unless disclosure would impede an ongoing investigation by police or school employees. Schools may also use specially trained dogs in school parking areas, to detect and alert officials to the presence of prohibited items and illicit substances.

### **Selection of Instructional Text, Materials and Content** ([Policy 606](#))

The district recognizes the selection of textbooks and instructional materials is vital to the support of the district's academic standards and curriculum. The school board has the authority to make final decisions on the selection of instructional texts, materials and content. The district has a process, referenced Policy 606 in, for families and community members to review or seek reconsideration of selected instructional texts and materials.



### **Special Accommodations and Services for Students with Special Needs** ([Policy 608](#))

The district provides a full range of special services and accommodations necessary for meeting students' special needs. Families are encouraged to contact building principals for additional information related to student identification, assessment, service availability and other options.

### **Staff Notification of Violent Behavior of Students** ([Policy 529](#))

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.

### **Student Fundraising** ([Policy 511](#))

The district recognizes the desire by district-sponsored student groups and student organizations to raise funds to meet their needs and goals and to fund student activities. School groups or organizations raising funds must meet the established district criteria and follow district policy for fundraising. National and international fundraising groups may apply for approval of specific fundraising activities through the building principals. Violations of the student fundraising policy may result in disciplinary action up to suspension or expulsion.

### **Student Surveys** ([Policy 520](#))

The district may conduct student surveys as determined necessary. The superintendent may refuse to permit a survey to be conducted based on the alignment of the survey to the mission of the district or the impact the administration of the survey would have on the instructional day.

### **Student Use and Parking of Motor Vehicles** ([Policy 527](#))

Students are allowed the limited use and parking of motor vehicles in district locations in accordance with district policy. Students permitted to park at a district location do so as a privilege, not a right.

### **Students With Communicable Diseases and Infectious Conditions** ([Policy 420](#))

Students with communicable diseases are not to be excluded from attending school in their daily attendance setting so long as their health permits and their attendance does not create a significant health risk of the transmission of illness to students or employees.

### **Video/Electronic Surveillance** ([Policy 712](#))

Maintaining the health, welfare and safety of students, employees and visitors while on school district property and protecting district property are important functions of the district. The district recognizes the value of video/electronic surveillance systems in monitoring activity on school property in providing these functions.

### **Wellness** ([Policy 533](#))

The district recognizes that nutrition education and physical education are essential components of the educational process and that good health fosters student attendance and learning. The school environment should promote and protect a student's health, well-being and ability to learn by encouraging healthy eating and physical activity. The district encourages the involvement of students, parents, teachers, nutrition service employees, and other interested persons in implementing, monitoring and reviewing district nutrition and physical activity policies.





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

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PERMIT #134  
 SOUTH ST. PAUL, MN



*Passionate Learners*



*Positively Changing Our World*



2022-23

# FAMILY HANDBOOK

Back-to-School Information and Resources



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# Overview

## Message from the Superintendent



### Welcome to the 2022-23 school year!

Over the last few months we have been busy preparing for the safe return of all learners, including students, families and staff.

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](https://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 2022-23 school year!

Regards,

Brian Zambreno, Ed.D.  
Superintendent  
South St. Paul Public Schools

## Translated Handbooks

The 2022-23 Family Handbook is available in Spanish on the district website at [sspps.org/handbooks](https://sspps.org/handbooks) or from your school office.

El manual para la familia 2022-23 está disponible en español en la página de internet del distrito en [sspps.org/handbooks](https://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 and Back to School Days

#### Secondary Get Connected Days

- Thursday, August 18, 2022  
(11:00 - 2:00 PM and 3:00 - 6:00 PM)
- Monday, August 22, 2022  
(11:00 - 2:00 PM and 3:00 - 6:00 PM)

#### Secondary Family Connect Day (6-12)

- Wednesday, August 31, 2022  
(12:00 - 3:30 PM)

#### CLC Family Connect Day

- Thursday, September 1, 2022  
(5:00 - 7:00 PM)

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

- Monday, September 12, 2022  
(6:00 - 8:00 PM)

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

- Wednesday, September 14, 2022  
(6:00 - 8:00 PM)

#### Elementary Student/Family Connection Days

*Lincoln Center and Kaposia*

- Thursday, September 1, 2022  
(10:00 AM - 6:00 PM)

#### Kids' Choice Open House

*Lincoln Center and Kaposia*

- Thursday, September 1, 2022  
(10:00 AM - 6:00 PM)

#### Kindergarten Family Connection Day

- September 6-7, 2022  
Lincoln Center: 7:30 a.m. - 3:30 p.m.  
Kaposia: 8:00 a.m. - 4:00 p.m.

#### Preschool Parent Meeting & Orientation

*Lincoln Center and Kaposia*

- September 6-9, 2022

#### Early Childhood Family Education (ECFE)

- September 21, 2022  
5:30 - 7:00 p.m.

### First Day of School

**First Day of School (Grades 1-6, Grade 9, new secondary students)** Tuesday, September 6, 2022

**First Day of School (Grades 7-8, 10-12)**

Wednesday, September 7, 2022

**First Day of Kindergarten**

Thursday, September 8, 2022

**First Day of Preschool**

Monday, September 12, 2022





## 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:

**TBD**

Kaposia IB-PYP Coordinator  
(651) 288-6878

**Diane Tiffany**

Lincoln Center IB-PYP Coordinator  
(651) 457-9426; [dtiffany@sspps.org](mailto: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](mailto: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](mailto: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](https://sspps.org/handbooks).

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## Bullying Prevention

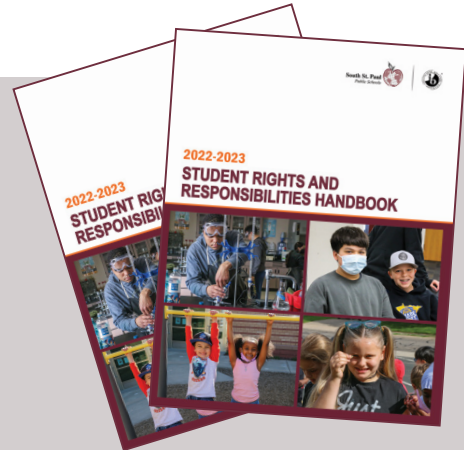
SSPPS is committed to ensuring a safe and civil learning environment for all students, families and staff. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment.

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.

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## 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](https://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.

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Consulte el sitio web del distrito ([sspps.org/handbooks](https://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 is 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.

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## 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](https://sspps.org/parents).

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## 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 must be read and 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.

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## 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 Joel Milteer, Director of Human Resources, at 651-457-9473 or [jmilteer@sspps.org](mailto:jmilteer@sspps.org).

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## 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](https://sspps.org/handbooks).



## Parental Custody/Restricted Contact

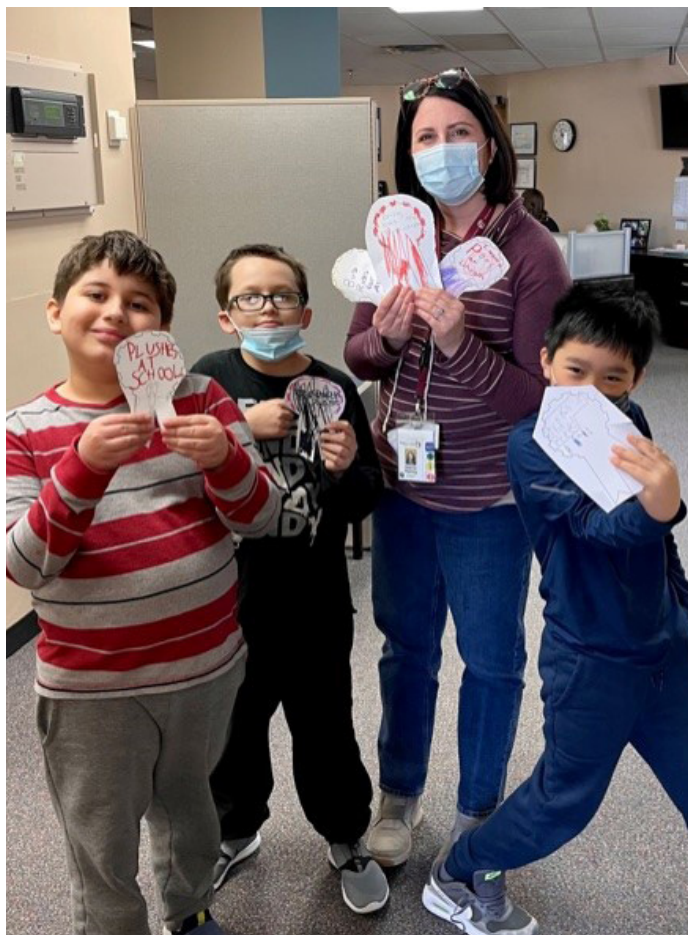
Minnesota law offers a non-custodial parent the right to review and receive copies of school records and information, to attend conferences, and to be informed about the child's welfare, educational progress, and status. The school is not required to hold a separate conference for each parent.

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/guardians 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](https://sspps.org/handbooks).**

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## 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/info/irelease](https://sspps.org/info/irelease)) 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](http://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.



## Electronic Notification System

The district uses an electronic notification system 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 Campus Parent/Family Portal. To update your contact information in the Campus Parent/Family Portal, click on the Infinite Campus link in the quick link on the [District website homepage](#).



## 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](http://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](http://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 electronic messaging system, the district's website ([sspps.org](http://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](http://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 student 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 grade book, and standards mastery reporting. Parents must have their Campus Parent Portal account set-up prior to gaining access to Schoology. Information regarding parent Schoology accounts is posted on the click on the Schoology link in the quick link on the District website homepage.

**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/departments/nutrition](http://sspps.org/departments/nutrition)) and scroll to the School Meals section.

# 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*

**Delia Granados (high school)**

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

*Spanish-speaking*

### District-wide

**American Indian Community Liaison**

Chris Johnson johnsonc@sspps.org



## 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

**Natalie St. John**

(651) 552-3094; stjohnc@sspps.org

## 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 2022-23 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](https://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/department/nutrition](https://www.sspps.org/department/nutrition) and scroll to the School Meals section.



## Student Meal Prices

| Elementary   |        | Secondary/CLC              |        |
|--|--------|----------------------------|--------|
| MEAL   | COST   | MEAL                       | COST   |
| Breakfast (includes drink)   | FREE   | Breakfast (includes drink) | FREE   |
| Lunch (includes milk)  | \$2.40 | Lunch (includes milk)      | \$2.60 |
| Milk   | \$0.50 | Milk                       | \$0.50 |
| <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   | \$2.25 | Additional Breakfast       | \$2.25 |
| Additional Lunch   | \$4.25 | Additional Lunch           | \$4.25 |

(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.)

## 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](https://www.sspps.org/educationalbenefits) or contact our Student Nutrition Office at (651) 457-9429.

## 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 a choice of five different menus daily in addition to a large number of a la carte choices. Both elementary and secondary schools offer a variety of fruit and vegetables to help students meet their nutritional needs.

## 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.

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## 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/departments/nutrition](http://sspps.org/departments/nutrition) or contact the Nutrition Services Department at (651) 457-9429.

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## Interactive Online Menus

SSPPS students and families can access interactive meal menus online through their *SchoolCafé* 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.



## 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. Learn more about online meal accounts at [sspps.org/departments/nutrition](http://sspps.org/departments/nutrition) and scroll to the School Meals section.

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## 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.

# Applying for educational benefits?

## Frequently Asked Questions

### Who can get free school meals through the Educational Benefits Application?

Children in households participating in the Supplemental Nutrition Assistance Program (SNAP), Medicaid, 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 2021-22 school year, you will need to reapply to ensure no disruption of benefits for the 2022-23 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.

### 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](https://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

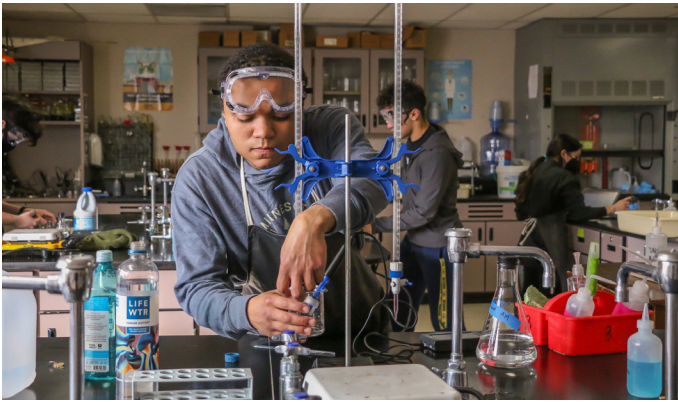
FOR NEWLY ENROLLED STUDENTS AND THOSE ENTERING KINDERGARTEN AND 7TH GRADE

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](http://sspps.org/healthservices).



## Illness

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

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### 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 whether the teacher has completed a background check.
- Whether the teacher received an emergency or conditional teaching 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.

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### 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 Student Services at (651) 457-9466.

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### 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.

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### 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.

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### 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 the Director of Student Services at (651) 457-9466.

# Health & Safety Notifications

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## 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 the district notifies 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. In the late 1980s, all school buildings were inspected for asbestos-containing building materials by EPA-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 to re-inspect buildings every three years to re-quantify all remaining asbestos-containing materials. Complete details are available upon request and copies of inspections are available at each school. On written request and copies of inspections are available at each individual school.

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## Indoor Air Quality

To help maintain our healthy 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. Inspections of district buildings are performed annually to detect problems and help prevent future problems from occurring. More information is available upon request by contacting David Slomkowski, health and safety consultant, at (651) 457-9432. General information regarding school indoor air quality is also available from the Department of Health at [www.health.state.mn.us/communities/environment/air/schools/](http://www.health.state.mn.us/communities/environment/air/schools/).

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## Lead in Drinking Water

SSPPS conducts Lead in Drinking Water testing per the Minnesota Department of Health's "Reducing Lead in Drinking Water: A Technical Guidance for Minnesota's Schools" publication, and Minnesota Statute 121A.335. For more information, contact David Slomkowski, health and safety consultant, (651) 457-9432. If results of any test are over the EPA-established action level for lead, the affected fixtures are taken out of service, repaired, or replaced, and then re-tested to verify the repair or replacement was effective.

## 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 consultant (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 [communityed.sspps.org](http://communityed.sspps.org).

## 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 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](http://sspps.org/communityed)

# 2022-23 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
- Flex Learning Day for K-8

**First day of classes, grades 1-6,9, new SSPPS Students:** Sept 6, 2022  
**First day of classes, grades kindergarten, 7-8, 10-12:** Sept 7, 2022  
**First day of classes, PreK:** Sept 12, 2022

| July 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 | 21 | 22 | 23 |
| 24        | 25 | 26 | 27 | 28 | 29 | 30 |
| 31        |    |    |    |    |    |    |

| August 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 |
| 21          | 22 | 23 | 24 | 25 | 26 | 27 |
| 28          | ✗  | ✗  | ✗  |    |    |    |
|             |    |    |    |    |    |    |

| September 2022 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| Su             | M  | Tu | W  | Th | F  | Sa |
|                |    |    |    | ✗  | ✗  | 3  |
| 4              | ✗  | 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 2022 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | Sa |
|              |    |    |    |    |    | 1  |
| 2            | 3  | 4  | 5  | 6  | 7  | 8  |
| 9            | 10 | 11 | 12 | 13 | ✗  | 15 |
| 16           | 17 | 18 | 19 | ✗  | ✗  | 22 |
| 23           | 24 | 25 | 26 | 27 | 28 | 29 |
| 30           | 31 |    |    |    |    |    |

| November 2022 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
|               |    | 1  | 2  | 3  | 4  | 5  |
| 6             | ✗  | ✗  | 9  | 10 | ✗  | 12 |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 20            | 21 | 22 | ✗  | ✗  | ✗  | 26 |
| 27            | 28 | 29 | 30 |    |    |    |
|               |    |    |    |    |    |    |

| December 2022 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
|               |    |    |    | 1  | ✗  | 3  |
| 4             | 5  | 6  | 7  | 8  | 9  | 10 |
| 11            | 12 | 13 | 14 | 15 | 16 | 17 |
| 18            | 19 | 20 | 21 | ✗  | ✗  | 24 |
| 25            | ✗  | ✗  | ✗  | ✗  | ✗  | 31 |
|               |    |    |    |    |    |    |

| January 2023 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | M  | Tu | W  | Th | F  | Sa |
| 1            | 2  | 3  | 4  | 5  | 6  | 7  |
| 8            | 9  | 10 | 11 | 12 | 13 | 14 |
| 15           | ✗  | 17 | 18 | 19 | 20 | 21 |
| 22           | 23 | 24 | 25 | 26 | 27 | 28 |
| 29           | 30 | 31 |    |    |    |    |
|              |    |    |    |    |    |    |

| February 2023 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | M  | Tu | W  | Th | F  | Sa |
|               |    |    | 1  | 2  | ✗  | 4  |
| 5             | ✗  | 7  | 8  | 9  | 10 | 11 |
| 12            | 13 | 14 | 15 | 16 | 17 | 18 |
| 19            | ✗  | 21 | 22 | 23 | 24 | 25 |
| 26            | 27 | 28 |    |    |    |    |
|               |    |    |    |    |    |    |

| March 2023 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | M  | Tu | W  | Th | F  | Sa |
|            |    |    | 1  | 2  | 3  | 4  |
| 5          | 6  | 7  | 8  | ✗  | ✗  | 11 |
| 12         | ✗  | 14 | 15 | 16 | 17 | 18 |
| 19         | 20 | 21 | 22 | 23 | 24 | 25 |
| 26         | ✗  | ✗  | ✗  | ✗  | ✗  |    |
|            |    |    |    |    |    |    |

| April 2023 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| 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 2023 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| 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       | ✗  | 30 | 31 |    |    |    |
|          |    |    |    |    |    |    |

| June 2023 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | M  | Tu | W  | Th | F  | Sa |
|           |    |    |    | 1  | 2  | 3  |
| 4         | 5  | 6  | 7  | ✗  | ✗  | 10 |
| 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 7, 2023

# 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: Theresa Starkman

## 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



**Bill Arend**  
(651) 455-6518  
barend@sspps.org



**Linda Diaz, Chair**  
(651) 245-8355  
ldiaz@sspps.org



**Wendy Felton**  
(651) 451-9002  
wfelton@sspps.org



**Nikki Laliberte**  
(651) 216-0885  
nlaliberte@sspps.org



**John Raasch**  
(651) 747-7877  
jraasch@sspps.org



**Chris Walker, Vice Chair**  
(651) 455-0074  
chris.walker@sspps.org



**Monica Weber**  
(612) 720-9222  
mweber@sspps.org



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

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*Passionate Learners, Positively Changing Our World*



## SOUTH ST. PAUL PUBLIC SCHOOLS

### School Board Agenda Item

**Meeting Date:** Monday, June 27, 2022

**Place on Agenda:** Regular Meeting

**Action Requested:** Approval

**Attachment:** 2022-23 Budget Summary

|   |
|---|
| <b>Topic:</b> 2022-2023 Budget Approval   |
| <b>Presenter(s):</b> Brady Hoffman, Finance Director  |
| <b>Background:</b><br><br>Attached are the proposed 2022-23 Budgets. The Board of Education must approve these budgets prior to June 30, 2022.<br><br>The 2022-2023 Budget Summary includes a description of fund, budget assumptions and proposed 2022-2023 budget for each of the following funds: General Fund, Food Service Fund, Community Service Fund and Debt Service Fund.<br><br>The proposed budgets were presented to the Board at the June 13, 2022 COW and during the regular school board meeting. There have been no changes to the budgets presented on June 13, 2022. |
| <b>Recommendation:</b> Approval   |
| <b>Alternatives:</b> N/A  |

**South St. Paul**  
*Public Schools*



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# 2022-2023 Budgets

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First Reading: June 13, 2022  
Final Approval: June 27, 2022

# South St Paul Public Schools

Special School District No. 6

104 5th Ave S

South St Paul, MN 55075

[www.sspps.org](http://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 9<sup>th</sup> Avenue North

Grades: PreK-5

### **Community Learning Center**

710 19<sup>th</sup> Avenue North

Grades 9-12

### **Family Education Center**

104 Fifth Avenue South

Early Childhood Family Education  
(ECFE)

## School Board

Linda Diaz

John Raasch

Nikki Laliberte

Chris Walker

Bill Arend

Wendy Felton

Monica Weber

Chair

Vice Chair

Clerk

Treasurer

Inspector

Inspector

Inspector

## Administration

Dr. Brian Zambreno

Brady Hoffman

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 2022-23 budget began last fall and will conclude with the final audit scheduled for November 2023.

**September 2021** The school board reviewed and approved the preliminary property tax levy for fiscal year 2022-23.

**December 2021** The school board reviewed and approved the final property tax levy for fiscal year 2022-23.

**January 2022** The school board began the 2022-23 budget planning process by reviewing the 2022-23 budget assumptions and budget projections.

The school board reviewed and approved the 2022-23 Budget Guiding Change Document.

**Mar-Apr 2022** The school board reviewed and approved the proposed budget adjustments for 2022-23.

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**June 2022** The school board will review and approve the 2022-23 budgets.

**December 2022** The school board reviews and approves the first budget revision for the 2022-23 fiscal year.

**March 2023** The school board reviews and approves the second budget revision for the 2022-23 fiscal year (if necessary).

**June 2023** The district administration closes the district’s financial year and begins the audit process.

**November 2023** The school board is scheduled to review and approve the final 2022-23 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     | 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"> <li>1. Record revenues and expenditures for the district's dental and medical self-insurance programs. (No annual budget required)</li> <li>2. Record financial activity related to assets held in a revocable trust to finance the district's OPEB liabilities.</li> </ol> |

# General Fund – Fund 01

|                           |
|---------------------------|
| <b>Budget Assumptions</b> |
|---------------------------|

## Revenue

1. Property Taxes – Property taxes are budgeted based on the 2021 Payable 2022 Levy that was approved by the Board of Education on December 13, 2021.
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 \$6,863 per pupil unit, which is a 2% increase over the 2021-22 level of \$6,728.
  - b. Compensatory Revenue – the budget is based on the MDE’s entitlement report, which is based on the October 1, 2021 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 2021-22. In addition, the district has budgeted for additional federal programs for the 2022-23 school year.
5. Enrollment – The table below shows the actual Average Daily Membership (ADM) for 2020-21, the budgeted ADM for 2021-22 and the projected ADM for 2022-23.

| Grade        | 2020-21<br>Actual | 2021-22<br>Budget | 2022-23<br>Projected |
|--------------|-------------------|-------------------|----------------------|
| ECSE (1)     | 33                | 34                | 32                   |
| VPK (2)      | 68                | 77                | 76                   |
| K-5          | 1,282             | 1,222             | 1,195                |
| 6-8          | 729               | 716               | 650                  |
| 9-12         | 990               | 983               | 980                  |
| <b>Total</b> | <b>3,102</b>      | <b>3,032</b>      | <b>2,932</b>         |

- (1) ECSE = Early Childhood Special Education
- (2) VPK = Voluntary Pre-Kindergarten

## Expenditures

1. General Expenditures – The school board approved budget adjustments at their March 28, 2022 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 2021-22 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 or decreased based on known market changes.

**SPECIAL SCHOOL DISTRICT NO. 6**  
**General Fund**  
**2022-2023**

|                             | 2020-21<br><u>Actual</u> | 2021-22<br><u>Budget</u> | 2022-23<br><u>Proposed</u> |
|-----------------------------|--------------------------|--------------------------|----------------------------|
| Revenue                     |                          |                          |                            |
| Local sources               |                          |                          |                            |
| Property taxes              | \$ 7,284,367             | \$ 7,489,545             | \$ 7,713,579               |
| Investment earnings         | 24,579                   | -                        | -                          |
| Other                       | 863,481                  | 720,332                  | 720,332                    |
| State sources               | 34,077,773               | 33,243,080               | 33,475,754                 |
| Federal sources             | 2,171,606                | 3,685,330                | 3,806,112                  |
| Total revenue               | <u>44,421,806</u>        | <u>45,138,287</u>        | <u>45,715,777</u>          |
| Expenditures                |                          |                          |                            |
| Current                     |                          |                          |                            |
| Salaries                    | 25,062,187               | 25,954,633               | 26,140,043                 |
| Employee benefits           | 10,674,302               | 10,683,170               | 10,741,667                 |
| Purchased services          | 4,852,721                | 6,386,649                | 6,647,498                  |
| Supplies and materials      | 1,265,729                | 1,260,472                | 1,049,855                  |
| Other expenditures          | 227,721                  | 64,370                   | 61,670                     |
| Capital outlay              | 2,176,456                | 970,630                  | 956,734                    |
| Total expenditures          | <u>44,259,116</u>        | <u>45,319,924</u>        | <u>45,597,467</u>          |
| Net change in fund balances | 162,690                  | (181,637)                | 118,310                    |
| Fund balances               |                          |                          |                            |
| Beginning of year           | <u>5,977,732</u>         | <u>6,140,422</u>         | <u>5,958,785</u>           |
| End of year                 | <u>\$ 6,140,422</u>      | <u>\$ 5,958,785</u>      | <u>\$ 6,077,095</u>        |
| Fund Balance %              |                          |                          |                            |
| Restricted                  | 2.0%                     | 2.1%                     | 2.0%                       |
| Unrestricted                | <u>11.9%</u>             | <u>11.0%</u>             | <u>11.3%</u>               |
| Total                       | <u>13.9%</u>             | <u>13.1%</u>             | <u>13.3%</u>               |

# Food Service Fund – Fund 02

## Budget Assumptions

### Revenue

The Seamless Summer Option (SSO) program through the USDA that provided free meals to all students ended on June 30, 2022. As a result, the district will operate under the national school lunch program for the 2022-23 school year, the same program that was in place prior to the COVID-19 pandemic.

1. Other – Primarily Meal Sales – There is a proposed increase to student meal prices. In addition, all students who qualify for Free and Reduced Price meals will receive free meals. The proposed prices are as follows:

| Grade      | 2020-21<br>Prices | 2021-22<br>Prices | 2022-23<br>Prices |
|------------|-------------------|-------------------|-------------------|
| Elem Lunch | \$2.10            | FREE              | \$2.40            |
| Sec Lunch  | \$2.30            | FREE              | \$2.60            |

2. State Sources – State reimbursements are budgeted to increase slightly from the 2020-2021 levels. There was no state aid for the 2021-22 school year as all meals were free and funded by the federal Seamless Summer Option (SSO) program through the USDA.
3. Federal Sources – Federal reimbursements are budgeted to decrease due to the expiration of the Seamless Summer Option (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**  
**2022-2023**

|                              | 2020-21<br><u>Actual</u> | 2021-22<br><u>Budget</u> | 2022-23<br><u>Proposed</u> |
|------------------------------|--------------------------|--------------------------|----------------------------|
| Revenue                      |                          |                          |                            |
| Local sources                |                          |                          |                            |
| Investment earnings          | \$ 1,424                 | \$ -                     | \$ -                       |
| Other - primarily meal sales | 33,524                   | 33,347                   | 435,734                    |
| State sources                | 1,294                    | -                        | 117,320                    |
| Federal sources              | <u>1,327,193</u>         | <u>2,060,753</u>         | <u>1,293,942</u>           |
| Total revenue                | <u>1,363,435</u>         | <u>2,094,100</u>         | <u>1,846,996</u>           |
| Expenditures                 |                          |                          |                            |
| Current                      |                          |                          |                            |
| Salaries                     | 490,882                  | 482,915                  | 492,538                    |
| Employee benefits            | 195,142                  | 175,467                  | 178,972                    |
| Purchased services           | 151,562                  | 184,761                  | 187,741                    |
| Supplies and materials       | 616,359                  | 978,373                  | 828,151                    |
| Other expenditures           | 2,275                    | 142,130                  | 142,130                    |
| Capital outlay               | <u>41,052</u>            | <u>25,000</u>            | <u>25,000</u>              |
| Total expenditures           | <u>1,497,272</u>         | <u>1,988,646</u>         | <u>1,854,532</u>           |
| Net change in fund balances  | (133,837)                | 105,454                  | (7,536)                    |
| Fund balances                |                          |                          |                            |
| Beginning of year            | <u>657,172</u>           | <u>523,335</u>           | <u>628,789</u>             |
| End of year                  | <u>\$ 523,335</u>        | <u>\$ 628,789</u>        | <u>\$ 621,253</u>          |
| Fund Balance %               | <u>35.0%</u>             | <u>31.6%</u>             | <u>33.5%</u>               |

## Community Service Fund – Fund 04

|                           |
|---------------------------|
| <b>Budget Assumptions</b> |
|---------------------------|

### Revenue

1. Property Taxes – Property taxes are budgeted based on the 2021 Payable 2022 Levy that was approved by the Board of Education on December 13, 2021. 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**  
**2022-2023**

|                                    | 2020-21<br><u>Actual</u> | 2021-22<br><u>Budget</u> | 2022-23<br><u>Proposed</u> |
|------------------------------------|--------------------------|--------------------------|----------------------------|
| Revenue                            |                          |                          |                            |
| Local sources                      |                          |                          |                            |
| Property taxes                     | \$ 549,024               | \$ 386,465               | \$ 513,150                 |
| Investment earnings                | 1,603                    | -                        | -                          |
| Other - primarily tuition and fees | 254,439                  | 707,108                  | 646,316                    |
| State sources                      | 899,075                  | 900,791                  | 929,648                    |
| Federal sources                    | 191,833                  | 12,000                   | 17,300                     |
| Total revenue                      | <u>1,895,974</u>         | <u>2,006,364</u>         | <u>2,106,414</u>           |
| Expenditures                       |                          |                          |                            |
| Current                            |                          |                          |                            |
| Salaries                           | 1,023,343                | 1,260,883                | 1,239,864                  |
| Employee benefits                  | 387,162                  | 468,797                  | 460,711                    |
| Purchased services                 | 235,472                  | 126,778                  | 136,194                    |
| Supplies and materials             | 57,133                   | 111,347                  | 57,850                     |
| Other expenditures                 | 1,260                    | -                        | 1,270                      |
| Capital outlay                     | 3,824                    | -                        | 1,125                      |
| Total expenditures                 | <u>1,708,194</u>         | <u>1,967,805</u>         | <u>1,897,014</u>           |
| Net change in fund balances        | 187,780                  | 38,559                   | 209,400                    |
| Fund balances                      |                          |                          |                            |
| Beginning of year                  | <u>134,009</u>           | <u>321,789</u>           | <u>360,348</u>             |
| End of year                        | <u>\$ 321,789</u>        | <u>\$ 360,348</u>        | <u>\$ 569,748</u>          |
| Fund Balance Components            |                          |                          |                            |
| Community Education Programs       | \$ 180,463               | \$ 221,738               | \$ 366,892                 |
| Early Childhood Family Education   | 11,039                   | 17,593                   | 34,616                     |
| School Readiness                   | 90,669                   | 89,146                   | 116,877                    |
| Adult Basic Education              | 39,618                   | 31,871                   | 51,363                     |
| Total                              | <u>\$ 321,789</u>        | <u>\$ 360,348</u>        | <u>\$ 569,748</u>          |

## Debt Service Fund – Fund 07

|                           |
|---------------------------|
| <b>Budget Assumptions</b> |
|---------------------------|

### Revenue

1. Property Taxes – Property taxes are budgeted based on the 2021 Payable 2022 Levy that was approved by the Board of Education on December 134, 2021. 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**  
**2022-2023**

|                                      | 2020-21<br><u>Actual</u> | 2021-22<br><u>Budget</u> | 2022-23<br><u>Proposed</u> |
|--------------------------------------|--------------------------|--------------------------|----------------------------|
| Revenue                              |                          |                          |                            |
| Local sources                        |                          |                          |                            |
| Property taxes                       | \$ 2,177,072             | \$ 2,985,491             | \$ 3,012,550               |
| Investment earnings                  | 5,155                    | -                        | -                          |
| Other sources                        | 163,514                  | -                        | -                          |
| Total revenue                        | <u>2,345,741</u>         | <u>2,985,491</u>         | <u>3,012,550</u>           |
| Expenditures                         |                          |                          |                            |
| Debt Service                         |                          |                          |                            |
| Principal                            | 1,365,000                | 1,975,000                | 1,855,000                  |
| Interest                             | 1,042,637                | 1,010,338                | 1,115,532                  |
| Fiscal charges and other             | 5,363                    | 107,886                  | 6,000                      |
| Total expenditures                   | <u>2,413,000</u>         | <u>3,093,224</u>         | <u>2,976,532</u>           |
| Other financing sources (uses)       |                          |                          |                            |
| Bond Proceeds                        | -                        | 14,787,044               | -                          |
| Refunding Bond Payment               | -                        | (14,685,000)             | -                          |
| Total other financing sources (uses) | <u>-</u>                 | <u>102,044</u>           | <u>-</u>                   |
| Net change in fund balances          | (67,259)                 | (5,689)                  | 36,018                     |
| Fund balances                        |                          |                          |                            |
| Beginning of year                    | <u>792,594</u>           | <u>725,335</u>           | <u>719,646</u>             |
| End of year                          | <u>\$ 725,335</u>        | <u>\$ 719,646</u>        | <u>\$ 755,664</u>          |



## SOUTH ST. PAUL PUBLIC SCHOOLS

### School Board Agenda Item

**Meeting Date:** June 27, 2022

**Place on Agenda:** Committee-of-the-Whole

**Action Requested:** None. Discussion Only.

**Attachment:** None

|  |
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| <b>Topic:</b> Committee Updates  |
| <b>Presenter(s):</b> School Board Members  |
| <b>Background:</b><br><br>School Board members will provide an update for the following committees that they serve on: <ul style="list-style-type: none"><li>• District 917</li><li>• Association for Metropolitan School Districts (AMSD)</li><li>• Community Education</li><li>• SSP Educational Foundation</li><li>• Equity Alliance MN</li><li>• Finance, Facilities and Long-Range Planning</li><li>• Local Issues</li><li>• SSP Open Foundation</li><li>• District Policy</li><li>• District Community Engagement and Public Relations</li><li>• District Superintendent/Executive</li></ul> |
| <b>Recommendation:</b><br><br>N/A  |
| <b>Alternatives:</b><br><br>N/A  |