I. CALL TO ORDER
   A. Introductions

II. AGENDA
   A. Superintendent’s Announcements

   B. Raising the Tobacco Sales Age to 21 in Saint Paul
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (TBD)

   C. Social Studies in SPPS
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (TBD)

   D. Update on E-Stem Magnet Middle School
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (TBD)

   E. FY19 Budget Revision
      1. Introduction
      2. Presentation
      3. Discussion
      4. Action (TBD)
F. FY20 Budget Update
   1. Introduction
   2. Presentation 59
   3. Discussion
   4. Action (TBD)

G. Policy Update
   1. Introduction
   2. Presentation 68
   3. Discussion
   4. Action (TBD)

III. ADJOURNMENT
Raising the tobacco sales age to 21 in Saint Paul

Saint Paul Public School Board
April 9, 2019

William Moore- Saint Paul-Ramsey County Public Health
Kristen Ackert- Association for Nonsmokers-MN
Damone Presley- Aurora St. Anthony Neighborhood Development Corporation
Overview

- Youth tobacco use
- Background on Tobacco 21
- E-cigarettes/vaping
- Community support
Minnesota Youth Tobacco Use
Youth tobacco use has increased for the first time in 17 years.

Cigarette use dropped but e-cigarette use increased dramatically.

Percent of high school students who used various tobacco products in the last 30 days

Youth tobacco use in Ramsey County

Tobacco use among Ramsey County’s 9th and 11th grade students, 2016

9th Graders
- Cigarettes: 2.8%
- E-cigarettes: 0.8%
- Smokeless: 7.6%
- Any tobacco: 9.5%

11th Graders
- Cigarettes: 5.9%
- E-cigarettes: 2.7%
- Smokeless: 14.9%
- Any tobacco: 18.3%

Statewide, over 17% of 11th graders use e-cigarettes, while only 8.4% use cigarettes and 5.1% use smokeless tobacco.
Reasons to raise tobacco sales age to 21
“Raising the legal minimum age for cigarette purchaser to 21 could gut our key young adult market...”

-Philip Morris report, January 21, 1986

Source: Truth Tobacco Industry Document Library
95% of current adult smokers started before they were 21.

Keeping tobacco out of high schools will reduce the number of youth under 18 who become addicted to tobacco.

Human and economic cost of tobacco use:

6,000+ Minnesotans die each year from tobacco use

Smoking costs Minnesota more than $7 billion annually in excess health care costs and lost productivity

Source: Blue Cross and Blue Shield of Minnesota. January 2017
Many youth get tobacco from older peers

» 59% of 18-19-year-olds have been asked to buy cigarettes for someone younger.

» High school students are less likely to be around a 21-year-old than they would be an 18-20-year-old in a setting where they would ask for tobacco.

Sources:
Ribisl et. al. 1999
Ahmed, S et. al. 2005
The Epidemic of Electronic-Cigarettes
Evolution of e-cigarettes
Nicotine harms brain development as teens grow.

Youth nicotine exposure has negative implications for learning, memory, and attention span.
The brain learns addiction

Nicotine can change brain chemistry, making youth more susceptible to addiction.

The earlier the exposure, the greater the risk.
Nicotine addiction can happen quickly. Symptoms of nicotine addiction can appear among youth within only a few days or weeks after smoking initiation.

The tobacco industry targets youth

The tobacco industry spends $117.8 million on marketing each year in Minnesota.

Source: Campaign for Tobacco Free Kids
Community Support
Saint Paul District Councils with T21 Resolutions

» North End District Council
» Fort Road/West Seventh Federation
» St. Anthony Park
» Union Park

Others currently considering...
Macalester-Groveland
Greater Eastside
Thomas-Dale/Frogtown
Dayton’s Bluff
Twenty-nine Minnesota cities and counties have raised the tobacco age to 21.

- Edina
- St. Louis Park
- Bloomington
- Plymouth
- North Mankato
- Richfield
- Roseville
- Falcon Heights
- Duluth
- Beltrami
- Minnetonka
- Excelsior
- Lauderdale
- Otter Tail County
- Hermantown
- Brooklyn Center
- Mendota Heights
- Shoreview
- St. Peter
- Minneapolis
- Eden Prairie
- Duluth
- Pope County
- Waseca
- Isanti County
Saint Paul should join the growing list of Minnesota communities raising the tobacco sales age to 21.
THANK YOU!

Any questions?
Social Studies in SPPS

April 9, 2019
Rebecca Biel, Supervisor K-12 Social Studies
District Social Studies

Rebecca Biel - Social Studies Supervisor, K-12

**SPPS Social Studies Mission:** To provide responsive instruction and relevant content to meet the learning needs of SPPS students.

**SPPS Social Studies Vision:** We strive to provide quality learning of historical thinking, geographic inquiry, civic inquiry and economic analysis based on MN State Standards for Social Studies, multiple narratives, absent narratives and counter-narratives for students K-12.
ESSA, ELL and Social Studies
Academic Language

SY 17-18 Develop Discourse, Sentence, Vocabulary for each unit for each course

SY 18-19 Making the invisible visible - PD and implementation of discourse, sentence, vocabulary for each unit for each course (Government and Economics under construction)
Bdote - Grade 5 Early Americas History

- All Grade 5 students are expected to learn about the Dakota as a complex society (5.4.4.16.1) and MN as a Dakota place (in the classroom and with an out-of-classroom learning experience)
- Training the Trainer model for Grade 5 teachers
  - CEC funds training on Bdote sites with Dakota elders
  - Social Studies and OIE constructed before-during-after lessons
  - Social Studies budget covers bussing
- 80% of elementary schools participate each year
History Day

National History Day is an inter-disciplinary research project for students in grades 6-12. History Day teaches students to:

- Conduct in-depth research
- Use primary and secondary sources
- Read a variety of texts
- Analyze and synthesize information
- Write and present historical content

All students in American Studies 7 and general education HS U.S. History participate in History Day

- Teacher Guide created by SPPS teachers
- Unit with Lesson Plans created by SPPS teachers
- Emphasize process over competition
- Support from MNHS Education Department

Website

An Exploration of the Segregated South: The Photographs of Gordon Parks

Documentary

Ella Baker: A Legacy of Grassroots Leadership
Partnerships

MN Historical Society
- History Day
- Inquiry in the Upper Midwest

MN Civic Youth (YMCA)
- Kids Voting
- Respectful Conversations

Ramsey County
- Students as election judges
- Voter registration

MN Council on Economic Education

Mitchell Hamline College of Law
- Marshall Brennan Project

MN Children’s Museum
- Our World Learning Experience

League of Women Voters
- Voter Registration

Every Child Matters
- Voter Registration

Ever-Fi
- Personal Finance

Center for Equity and Culture
- Literacy and Social Studies Project
- Bdote

Office of Multilingual Learning
- Academic Language

Mayor’s Office
- Financial Literacy

Support
East Side Freedom Library
U of M
MDE
Echoes and Reflections
World Savvy
Elections - What Social Studies Does Every Election Cycle

Voter Registration

Kids Voting
Elections - What is new?

Ramsey County Civics Project

- Initiated by Ramsey County Commissioners and Ramsey County Elections
- Partnership between U of M CEHD, Ramsey County Elections, MN Civic Youth, SPPS Social Studies
  - A teacher liaison in each high school recruits students to be election judges (16 years old, citizen)
    - Approximately 300 SPPS students were election judges
  - Respectful Conversations in four high schools
    - PD for teachers and students
    - Two RC before the election
    - One RC post-election
- All school mock voting with ballot counting machines (RC schools)
Respectful Conversations

- 113 Students trained to be RC leaders
- 14 teachers trained
- 20 classes participated
Core Content Courses - Transformation

- Cohort of Teachers work together once a month
- James Banks model of curriculum reform
  - Synthesis of multiple narratives, absent narratives and counter-narratives into curriculum
  - Perspectives, frames of reference and content work together for a deeper understanding of Social Studies
  - Frames of reference - systems of power, resistance/resilience, race, racism, institutional racism, social construct of white is normed
- Dr. Keith Mayes works with teachers on content
- **SPPS Culturally Relevant Curriculum Continuum**

Example: Grade 7 unit on Westward Expansion is now U.S. Continental Imperialism
Current State Studies Courses

- Four unit, one semester courses
  - Identity
  - Systems and Power
  - Narratives of Resistance and Resilience
  - Transformation, Continuity and Change
- 7/9 high schools offer at least one Studies course
- Focus Beyond offers Deconstructing Normal: Abilities Studies
- Hmong Studies being developed

Social Studies Supervisor is Project Owner for Studies courses
- Constructing a business case of current state, opportunities and risks to address SEAB recommendations
- Project plan developed from business case

- Abilities Studies
- African American Studies
- Asian American Studies
- Indigenous Studies
- Latinx Studies
- LGBTQ Studies
- Women’s Studies
- *Hmong Studies
Growth Since SY13-14

Offerings have DOUBLED over the past 3 years.

Deconstructing Normal taught at Focus Beyond only
Opportunities for Alignment with SPPS Achieves that Could Accompany Department Growth

- **Current state:** All content, programming, projects, professional development, partnerships, working with K-12 teachers supported by 1.0 FTE supervisor

- **Opportunities with Department Growth**
  - Focus on Elementary Social Studies
    - Grow implementation through support for classroom teachers/PLCs
    - Grow content knowledge and pedagogy through professional development, resources and materials
    - Alignment with Literacy blocks
    - Serve student learning
      - Ensure ALL students are equally and equitably prepared for middle school
      - Students make connections to what they are learning
  - Coaching, work with PLCs and support for new teachers
  - Accelerate Infusion work
Kudos

Steve Jents - 3M Rising Star in Economics, 2018
Molly Keenan and Eric Erickson - Teacher of the Year Nominations
E-STEM Middle School Update
April 9th, 2019
Planning * Program Development *Projects
Let’s Celebrate the Future E-STEM Students!
Experience E-STEM!

- Students at the following Eastside Elementary Schools have learned about E-STEM through a personal visit from me:
  
  Highwood Hills, The Heights, Phalen Lake, Dayton’s Bluff

  - All Eastside Elementary schools were offered a visit from me!

- Tuesday, February 12th from 9-11AM, 1-3PM and 5:30-7:00PM
  - 28 families attended the Showcase! Families came from several different schools
  - Expo, Four Seasons, Nokomis, Highwood Hills, Battle Creek Elementary, Frost Lake

- Enrollment Projection for 19-20 = 200 students. Currently at 173 students
Planning Update

● Twenty Staff Have Been Hired!
  ○ 17/20 staff are experienced, highly qualified teaching and/or support staff
  ○ 3 teachers are new to SPPS
  ○ 2 teachers are from the Metro State School of Urban Education Program

● Construction Has Begun!
  1. Main Office Remodel
     a. Secure Entrance
  2. Gender Inclusive Bathrooms - 6th grade pod
  3. Removal of half walls in open classrooms
     a. Enlarges classroom to meet class size requirements
### Planning Update, cont.

<table>
<thead>
<tr>
<th>Exploratory</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Comp. Science and Art</td>
<td>Art 1</td>
</tr>
<tr>
<td>Music</td>
<td>Band/Orchestra YL</td>
<td>General Music(S)</td>
</tr>
<tr>
<td>PE/Health</td>
<td>Outdoor PE</td>
<td>PE</td>
</tr>
<tr>
<td>STEM</td>
<td>Environmental Engineering Fun!</td>
<td>Science and Code.org</td>
</tr>
</tbody>
</table>
Professional Development Plan

- Four Teachers and I attended the “E3: Excellence, Equity and Education Summit in California over spring break.

- E-STEM Leadership Team is meeting twice a month to begin planning for Election to Work Agreement over the summer. The Leadership Team is made up of 8 E-STEM staff and myself.
Professional Development Plan, cont.

All E-STEM staff will engage in 4 week of Professional Development this summer.

- June 11th - 14th: Teambuilding, Restorative Practices and STEM Mission/Vision building
- July 15th - 19th: STEM Curriculum Writing/Planning - including a specific focus on building Interdisciplinary units.
- August 5th - 9th and 12th - 16th: Classrooms, School-wide Systems and Structures, Policies and Procedures
Exciting E-STEM News!

- Applied for Foundation for Governors’ Fitness Councils 2019 DON’T QUIT! Campaign Grant which if granted, would support a $100,000 state of the art Fitness Center!

  https://drive.google.com/drive/u/1/search?q=owner:lauren.harmon%40stpaul.k12.mn.us

- Applied for and REWARDED a $15,000 grant from Verizon for two Project Lead the Way courses. One will be used as a STEM elective course and the other as an integrated art course.
Exciting E-STEM News, continued...

- Working with SPPS College and Career Readiness department to start a Middle School “College and Career Readiness Center”.

- Beginning communication with 3M regarding STEM support and partnership opportunities!
Fiscal Year 2018-19 Budget Revision Committee of the Board

Marie Schrul, Chief Financial Officer
Kimberly Cordes-Sween, Senior Budget Analyst
April 9, 2019
Purpose

To present information regarding the Fiscal Year 2018-19 budget revision
Agenda

• General Fund
  – Assigned Fund Balance Re-appropriation
• Fully Financed Funds
• Building Construction Fund
• Revenue changes - All Funds
• Expenditure changes - All Funds
• Questions
## FY19 Budget Revision
*(General Fund – Assigned Fund Balance Re-appropriations)*

<table>
<thead>
<tr>
<th>Assigned Category</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site &amp; Program Carryover</td>
<td>$2,014,767</td>
<td>FY18 carryover balance of non-salary items in school &amp; program budgets</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>255,192</td>
<td>Contractual balances from FY18 carried over to FY19</td>
</tr>
<tr>
<td><strong>Total Assigned Fund Balance Re-appropriation</strong></td>
<td><strong>$2,269,959</strong></td>
<td></td>
</tr>
</tbody>
</table>

4/9/19
## FY19 Budget Revision

*(General Fund - Revenue Changes)*

<table>
<thead>
<tr>
<th>Revenue Item:</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LTFM Revision to General Fund from Building Construction Fund (State reporting requirements)</td>
<td>$22,382,590</td>
</tr>
<tr>
<td>2. General Education State aid revenue increase</td>
<td>4,599,478</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$26,982,068</strong></td>
</tr>
</tbody>
</table>
# FY19 Budget Revision

(General Fund - Expenditure Changes)

<table>
<thead>
<tr>
<th>Expenditure Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LTFM Revision to General Fund from Building Construction Fund (State reporting requirements)</td>
<td>$4,340,668</td>
</tr>
<tr>
<td>2. LTFM Revision in General Fund</td>
<td>11,616,002</td>
</tr>
<tr>
<td>3. Special Education budget revision</td>
<td>5,065,712</td>
</tr>
<tr>
<td>4. Fall 2018 Enrollment Adjustments</td>
<td>(1,571,688)</td>
</tr>
<tr>
<td>5. Other School &amp; Program Adjustments</td>
<td>3,633,148</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$23,083,842</strong></td>
</tr>
</tbody>
</table>
FY19 Budget Revision
(Building Construction - Revenue and Expenditure Changes)

- Revisions on the Building Construction Fund reflect Certificates of Participation (COP) expenditure increases for 6 school construction projects (including 3 that were approved by MDE in December 2018) in the FY19 plan. The budget revision also includes carryover of fund balance from FY18.
- Revenue is revised to $15m for Capital Bond issues only.
- LTFM Expenditures and Revenue has been revised to the General Fund.

<table>
<thead>
<tr>
<th>Building Construction</th>
<th>Adopted</th>
<th>Revision</th>
<th>Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenue</td>
<td>$37,382,590</td>
<td>$(22,382,590)</td>
<td>$15,000,000</td>
</tr>
<tr>
<td>Expenditures</td>
<td>$51,003,599</td>
<td>$46,049,244</td>
<td>$97,052,843</td>
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</table>
## FY19 Budget Revision
### (All Funds - Revenue Changes)

<table>
<thead>
<tr>
<th>Fund</th>
<th>Adopted Budget</th>
<th>Revision LTFM</th>
<th>Revision</th>
<th>Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>$534,731,107</td>
<td>$22,382,590</td>
<td>$4,599,478</td>
<td>$561,713,175</td>
</tr>
<tr>
<td>General Fund Fully Financed</td>
<td>44,099,990</td>
<td></td>
<td>14,474,420</td>
<td>58,574,410</td>
</tr>
<tr>
<td>Food Service</td>
<td>28,938,889</td>
<td>2,575</td>
<td></td>
<td>28,941,464</td>
</tr>
<tr>
<td>Community Service</td>
<td>23,187,476</td>
<td>88,678</td>
<td></td>
<td>23,276,154</td>
</tr>
<tr>
<td>Community Service Fully Financed</td>
<td>8,671,763</td>
<td>(2,654,787)</td>
<td></td>
<td>6,016,976</td>
</tr>
<tr>
<td>Building Construction</td>
<td>37,382,590</td>
<td>(22,382,590)</td>
<td>0</td>
<td>15,000,000</td>
</tr>
<tr>
<td>Debt Service</td>
<td>40,455,800</td>
<td>0</td>
<td></td>
<td>40,455,800</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td><strong>$717,467,615</strong></td>
<td><strong>$16,510,364</strong></td>
<td></td>
<td><strong>$733,977,979</strong></td>
</tr>
</tbody>
</table>
# FY19 Budget Revision

(All Funds - Expenditure Changes)

<table>
<thead>
<tr>
<th>Fund</th>
<th>Adopted Budget</th>
<th>Revision Fund Balance</th>
<th>Revision LTFM</th>
<th>Revision</th>
<th>Revised Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Fund</td>
<td>$534,731,107</td>
<td>$2,269,959</td>
<td>$4,340,668</td>
<td>$18,743,174</td>
<td>$560,084,908</td>
</tr>
<tr>
<td>General Fully Financed</td>
<td>44,099,990</td>
<td></td>
<td>14,523,630</td>
<td></td>
<td>58,623,620</td>
</tr>
<tr>
<td>Food Service</td>
<td>28,938,889</td>
<td></td>
<td>2,575</td>
<td></td>
<td>28,941,464</td>
</tr>
<tr>
<td>Community Service</td>
<td>23,332,956</td>
<td></td>
<td>88,680</td>
<td></td>
<td>23,421,636</td>
</tr>
<tr>
<td>Community Service Fully Financed</td>
<td>8,671,763</td>
<td></td>
<td>(2,713,701)</td>
<td></td>
<td>5,958,062</td>
</tr>
<tr>
<td>Building Construction</td>
<td>51,003,599</td>
<td>(4,340,668)</td>
<td>50,389,912</td>
<td></td>
<td>97,052,843</td>
</tr>
<tr>
<td>Debt Service</td>
<td>59,190,396</td>
<td></td>
<td>0</td>
<td></td>
<td>59,190,396</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$749,968,700</strong></td>
<td><strong>$2,269,959</strong></td>
<td><strong>$81,034,270</strong></td>
<td></td>
<td><strong>$833,272,929</strong></td>
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</tbody>
</table>
FY19 Budget Revision

Questions?
FY19 Budget Revision

Recommendation:

To approve the Revised budget for Fiscal Year 2018-2019
FY 2019-20 Budget Update

Committee of the Board
Marie Schrul, Chief Financial Officer
April 9, 2019
Purpose

To provide an update on the FY 2019-20 budget and timeline to the Committee of the Board
Agenda

- FY 2019-20 Budget Update
- Planning Information
- Budget Timeline – (Key Dates for April & May)
## FY 2019-20 General Fund
Projected Revenue

<table>
<thead>
<tr>
<th>Projected Revenue Changes</th>
<th>Amount $M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referendum levy increase</td>
<td>$17.3</td>
</tr>
<tr>
<td>State Aid increase (assumption of 1% increase on formula)</td>
<td>3.1</td>
</tr>
<tr>
<td>State Aid decrease (due to enrollment decline)</td>
<td>(6.9)</td>
</tr>
<tr>
<td>Compensatory Education decrease (based on 10/1/18 Free &amp;</td>
<td>(5.5)</td>
</tr>
<tr>
<td>Reduced lunch count)</td>
<td></td>
</tr>
<tr>
<td>Other revenue changes</td>
<td>(0.5)</td>
</tr>
<tr>
<td>Special Education</td>
<td>2.2</td>
</tr>
<tr>
<td><strong>Total FY20 Projected Revenue Increase</strong></td>
<td><strong>$9.7</strong></td>
</tr>
</tbody>
</table>
FY 2019-20 Projected General Fund Revenue Increase & Projected General Fund Expenditure Changes

*FY20 Revenue includes a 1% increase in General Ed State Aid formula
FY20 School Budget Timeline

- Sites received budget toolkits on March 25
- Principals Budget Fair took place on March 27
- Budget planning meetings with sites beginning April 8
- More information sent to principals on April 8 on Budget FAQs & Budgeting 101 video
FY20 Program Budget Timeline

- Budget Rollout to Programs on April 15
- Joint Meetings with Leadership, Program Administrators, and Accounting Staff
- Budget FAQs Communication guide
FY20 Budget Hearings

The purpose of the budget hearings is to provide opportunities to learn about the District’s FY2019-20 budget and to provide input

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of April 29</td>
<td>Budget Information Session &amp; Hearing</td>
<td>360 Colborne</td>
</tr>
<tr>
<td>Week of May 13</td>
<td>Budget Information Session &amp; Hearing</td>
<td>Site TBD</td>
</tr>
</tbody>
</table>
Questions?
Policy Update
Cedrick Baker, Chief of Staff

Committee of the Board Meeting
April 9, 2019
Policy 713.00 Equal Opportunity Procurement

● New proposed language:

3. The District’s Purchasing Department shall endeavor to procure from local small and protected class businesses.

4. The District shall maintain a race and gender-neutral small business enterprise (SBE) and micro-SBE program for contracting with local small businesses. The Program will: (1) apply to all construction projects awarded in accordance with Minn. Stat. § 471.345 and Minn. Stat. § 123B.52 (2) maintain the same annual aspirational goals of 10% to qualified SBEs and 15% to qualified micro-SBEs, for an overall aspirational goal of 25%, on all District construction projects, (3) be evaluated annually to determine whether the annual aspirational goals should be adjusted, and (4) authorize the District to establish contract specific goals for individual construction projects and specify certain construction projects to be procured without SBE or micro-SBE participation goals.
Policy 713.00 Equal Opportunity Procurement

- New proposed language cont:

5. The District shall collect and maintain data from all eligible vendors or consultants doing business with the District relating to such vendor or consultant’s race, gender, veteran’s status, and geographic location of such vendor or consultant’s principal executive offices. If vendors or consultants doing business with the District are business entities, including but not limited to partnerships, limited liability companies, or corporations, then the District shall collect and maintain data relating to the race, gender, and veteran’s status of the person(s) with the majority and controlling interest in the business entity, as well as, the geographic location of the business entity’s principal place of business. The data collected and maintained under this policy shall be maintained in a disaggregated form to allow for public transparency and reporting of the District’s spending by race, gender, veteran’s status, and geographic location.
Policy 415.00 Discrimination, Harassment, Violence and Retaliation

Why do we have this policy?

Promote positive school and district culture; and Minn. Stat. § 121A.03 requires that we have a policy regarding sexual, religious, and racial harassment and sexual, religious, and racial violence that conforms with the Minnesota Human Rights Act.
Policy 415.00 Discrimination, Harassment, Violence and Retaliation

Why are updates being proposed?

1. To create alignment with other District policies (e.g., Policy 102.00 Equal Opportunity/Non-Discrimination; Policy 500.00 Gender Inclusion; Policy 505.00 Bullying Prohibition);
2. To provide clarity in reporting and investigation procedures;
3. To expand and clarify the retaliation prohibition; and
4. To ensure we are using our new resource, the EEO Director.
Policy 415.00 Discrimination, Harassment, Violence and Retaliation

What are the significant updates?

1. Eliminates the need for separate procedures;
2. Clarifies that discrimination is prohibited by this policy;
3. Requires reporting of policy violations within 1 business day;
4. Utilizes the EEO Director to receive copies of reports and, if necessary, undertake her own investigation and/or provide support to building administration;
5. Explains that District personnel who fail to report violations of the policy may be subject to discipline; and
6. Significantly expands the retaliation prohibition.
Questions
713.00 EQUAL OPPORTUNITY PROCUREMENT

1. The District shall maintain a centralized purchasing department with sound accounting procedures.
2. The District shall seek business and/or bids from all eligible vendors and consultants, regardless of race, creed, sex, marital status, national origin, age, color, religion, ancestry, status with regard to public assistance, sexual or affectional orientation, familial status or disability.
3. The District’s Purchasing Department shall endeavor to procure from local small and protected class businesses.
4. The District shall maintain a race and gender-neutral small business enterprise (SBE) and micro-SBE program for contracting with local small businesses. The Program will: (1) apply to all construction projects awarded in accordance with Minn. Stat. § 471.345 and Minn. Stat. § 123B.52 (2) maintain the same annual aspirational goals of 10% to qualified SBEs and 15% to qualified micro-SBEs, for an overall aspirational goal of 25%, on all District construction projects, (3) be evaluated annually to determine whether the annual aspirational goals should be adjusted, and (4) authorize the District to establish contract specific goals for individual construction projects and specify certain construction projects to be procured without SBE or micro-SBE participation goals.
5. The District shall collect and maintain data from all eligible vendors or consultants doing business with the District relating to such vendor or consultant’s race, gender, veteran’s status, and geographic location of such vendor or consultant’s principal executive offices. If vendors or consultants doing business with the District are business entities, including but not limited to partnerships, limited liability companies, or corporations, then the District shall collect and maintain data relating to the race, gender, and veteran’s status of the person(s) with the majority and controlling interest in the business entity, as well as, the geographic location of the business entity’s principal place of business. The data collected and maintained under this policy shall be maintained in a disaggregated form to allow for public transparency and reporting of the District’s spending by race, gender, veteran’s status, and geographic location.

PURCHASING PRACTICE

1. The Purchasing Department shall perform the administrative functions necessary to the procurement of goods and services for the Board of Education and maintain accurate records of all transactions for audit purposes.
2. The Board of Education shall award all contracts which exceed the dollar limit specified in Minn. Stat. § 471.345 (Uniform Municipal Contracting Law) requiring solicitation by public notice, while awards under that amount shall be made by the Chief Business Officer of the District or his/her designee.
3. Any purchase or lease of goods and/or services for the District shall be made in accordance with Minn. Stat. § 471.345, Uniform Municipal Contracting Law, and Minn. Stat. § 123B.52, Independent School District, Contracts.

4. The Request for Payment form shall be used to pay the following claims:
   - For purchase of recurrent goods and services that have an established price.
   - For self-generated expenses, rent, etc.
   - For purchases which are made by administrators for the District within dollar limits as defined in the Business Affairs Procedure Manual.
   - For selected purchases that require agreement between the Chief Business Officer or his/her designee and the appropriate budget director or his/her designee prior to the purchase. When feasible, the pay voucher shall show at least two quotations or shall be identified as the only known source of supply. Date and names of agreeing parties shall be shown on the pay voucher.
   - For purchases of books registered under the copyright laws, there shall be no specified dollar limit, but such purchases shall be approved prior to payment by the Chief Business Officer or his/her designee and identified by reference to the proper enabling statute.
   - For payment of emergency repairs, equipment, or services without reference to dollar limits as provided for by state statutes. Paying documents for emergency repairs shall bear the signature of the Superintendent or his/her designee and reference the resolution of the Board ratifying the Superintendent’s or designee’s action.

LEGAL REFERENCES: Minn. Stat. § 471.345 (Uniform Municipal Contracting Law) Minn. Stat. § 123B.52

CROSS REFERENCES: 102.00, Equal Opportunity/Non-Discrimination 607.00, Textbooks and Instructional Materials 713.01, Sweatshop Free Purchasing Policy
415.00 DISCRIMINATION, HARASSMENT, VIOLENCE, AND RETALIATION POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

A. This policy applies to students, teachers, administrators, and all other District personnel.

B. The policy of the District is to maintain a learning and working environment that is free from discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District prohibits any form of discrimination, harassment, or violence on the basis of race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.

C. The policy of the District is to maintain a learning and working environment that is free from retaliation. The District prohibits any form of retaliation.

D. A violation of this policy occurs when any student, teacher, administrator, or other District personnel discriminates against or harasses a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person’s race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn.
E. A violation of this policy occurs when any student, teacher, administrator, or other District personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel based on a person’s race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03.

F. A violation of this policy occurs when any student, teacher, administrator, or other District personnel engages in retaliation or threatens retaliation against any person who has or is believed to have (1) reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation; (2) made a good faith report of an alleged violation of this policy or any other policy, law, or regulation; (3) acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation; (4) testified, assisted, or participated in any fact-finding investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or (5) assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.

G. A violation of this policy occurs when any student, teacher, administrator, or other District personnel intentionally makes a false report of discrimination, harassment, violence, or retaliation.

H. The District will act to investigate all complaints, either formal or informal, verbal or written, of discrimination, harassment, or violence based on a person’s race, color, national origin, creed, religion, marital status, familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03. The District will act to investigate all complaints, either formal or informal, verbal or written, of retaliation. The District will act to discipline or take appropriate action against any student, teacher, administrator, or other District personnel who is found to have violated this policy.

III. DEFINITIONS

A. District personnel, solely for the purposes of this policy, includes Board of Education members, District employees, agents, volunteers, contractors, or persons subject to the supervision and control of the District.

B. Harassment prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, national origin, creed, religion, marital status,
familial status, sex, sexual or affectional orientation, gender identity and expression, status with respect to public assistance, age, disability, membership or activity in a local commission as defined by Minn. Stat. § 363A.03 when the conduct:

1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;

2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or

3. otherwise adversely affects an individual’s employment or academic opportunities.

C. Immediately means as soon as possible but in no event longer than 1 business day. A business day is defined by the federal government calendar, and not by the District school calendar.

D. Protected Classifications; Definitions

1. “Disability” means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
   a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
   b. has a record of such an impairment; or
   c. is regarded as having such an impairment.

2. “Familial status” means the condition of one or more minors being domiciled with:
   a. their parent or parents or the minor’s legal guardian; or
   b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.

3. “Gender” means the socially constructed roles, behaviors, activities, and attributes that a given society attaches to femininity or masculinity.

4. “Gender Expression” means the manner in which persons represent or
express gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

5. “Gender Identity” means a person’s deeply held sense or knowledge of their own gender.

6. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.

7. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.

8. “Sex” refers to a person’s biology and is generally categorized as male, female, or intersex. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.

9. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.

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

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

F. Sexual Harassment; Definition

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

   a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or

c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

a. unwelcome verbal harassment or abuse;

b. unwelcome pressure for sexual activity;

c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other District personnel to avoid physical harm to persons or property;

d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual’s employment or educational status;

e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual’s employment or educational status; or

f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence: Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another’s intimate parts or forcing a person to touch any person’s intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.

2. Sexual violence may include, but is not limited to:

a. touching, patting, grabbing, or pinching another person’s intimate parts, whether that person is of the same sex or the opposite sex;
b. coercing, forcing, or attempting to coerce or force the touching of anyone’s intimate parts;

c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or

d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Responsible Administrator

1. In a school building, the Responsible Administrator is the principal or the principal’s designee.

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

I. Materially Adverse Action

Any action that causes or threatens to cause significant injury or harm to a reporter, complainant or other covered person such that it would likely dissuade a reasonable student or District personnel from making or supporting a good-faith report of an alleged violation of this policy. Adverse action does not include an action, including employment or academic action, that would have been taken regardless of the good-faith report of misconduct.

J. District Human Rights Officer

1. The District Human Rights Officer is the Director of Equal Employment Opportunity.

2. The Board of Education hereby designates the Director of Equal Opportunity as the District Human Rights Officer to receive reports or complaints of discrimination, harassment, violence, or retaliation prohibited by this policy.

3. In the event the position of the Director of Equal Employment Opportunity is vacant, the interim District Human Rights Officer is the individual designated by the superintendent.

IV. REPORTING PROCEDURES

A. Any person who believes that such person has been the target or victim of discrimination, harassment, violence, or retaliation in violation of this policy by a student, teacher, administrator, or other District personnel, or any person with
knowledge or belief of conduct which may constitute discrimination, harassment, violence, or retaliation prohibited by this policy toward a student, teacher, administrator, or other District personnel or group of students, teachers, administrators, or other District personnel must report the alleged acts immediately to an appropriate District official designated by this policy. A person may report conduct which may constitute discrimination, harassment, violence, or retaliation anonymously. The District, however, may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The District encourages the reporting party or complainant to use the 415.00.1 Form, but oral reports shall be considered complaints as well. All oral reports, however, must be promptly reduced to writing on the 415.00.1 Form by the Responsible Administrator.

C. Nothing in this policy shall prevent any person from reporting discrimination, harassment, violence, or retaliation directly to the District Human Rights Officer or to the superintendent. If the complaint involves the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer by the reporting party or complainant.

D. At the building or department level, the Responsible Administrator is the person responsible for receiving oral or written reports of discrimination, harassment, violence, or retaliation prohibited by this policy. Any adult District personnel who receives a report of discrimination, harassment, violence, or retaliation prohibited by this policy shall inform the Responsible Administrator immediately, unless the complaint involves allegations against the Responsible Administrator. If the complaint involves allegations against the Responsible Administrator, the complaint shall be made or filed directly with the superintendent or the District Human Rights Officer immediately. The Responsible Administrator and the District Human Rights Officer shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented.

E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of discrimination, harassment, violence, or retaliation. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute discrimination, harassment, violence, or retaliation shall make reasonable efforts to address and resolve the discrimination, harassment, violence, or retaliation and shall inform the Responsible Administrator immediately, unless such person knows or has reason to believe that the Responsible Administrator has engaged in the conduct prohibited by this policy. In such cases, the report should be made directly to the superintendent or District Human Rights Officer immediately. District personnel who fail to inform the Responsible Administrator of conduct that may constitute discrimination, harassment, violence, or retaliation or who fail to make reasonable efforts to
address and resolve the discrimination, harassment, violence, or retaliation in a timely manner may be subject to disciplinary action.

F. Upon receipt of a report, the Responsible Administrator must notify the District Human Rights Officer immediately, before screening or investigating the report. The Responsible Administrator may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded immediately by the Responsible Administrator to the District Human Rights Officer. If the report was given verbally, the Responsible Administrator shall personally reduce it to written form within one (1) business day. Failure to forward any report or complaint of discrimination, harassment, violence, or retaliation as provided herein may result in disciplinary action against the Responsible Administrator.

G. If a complaint of conduct prohibited by this policy involves allegations against the District Human Rights Officer, the complaint shall be immediately filed directly with the superintendent. If a complaint of conduct prohibited by this policy involves allegations against the superintendent, the report may be filed directly with the Board of Education.

H. The District shall conspicuously post the name of the District Human Rights Officer, including mailing addresses and telephone number.

I. Submission of a good faith complaint or report of discrimination, harassment, violence, or retaliation prohibited by this policy will not affect the complainant or reporter’s future employment, grades, work assignments, or educational or work environment.

J. Use of formal reporting forms is not mandatory.

K. Reports of discrimination, harassment, violence, or retaliation prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

L. The District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the District’s legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

M. Retaliation against a victim, good faith reporter, a witness of discrimination, violence, harassment, or retaliation, or an individual involved in formulating or implementing corrective action is prohibited.

N. False accusations or reports of discrimination, harassment, violence, or retaliation against another person are prohibited.
O. A person who engages in an act of discrimination, harassment, violence, retaliation, or false reporting of discrimination, harassment, violence, or retaliation, or permits, condones, or tolerates discrimination, harassment, violence, or retaliation shall be subject to discipline or other remedial responses for that act in accordance with the District’s policies and procedures.

V. INVESTIGATION

A. By authority of the District, the Responsible Administrator, within three (3) business days of the receipt of a report or complaint alleging discrimination, harassment, violence, or retaliation prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by District officials or by a third party designated by the District.

B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents or electronic files and/or videos deemed pertinent by the investigator.

C. In determining whether alleged conduct constitutes a violation of this policy, the District should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on the facts and surrounding circumstances using a preponderance of the evidence standard.

D. In addition, the District may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other District personnel pending completion of an investigation of alleged discrimination, harassment, violence, or retaliation prohibited by this policy.

E. The investigation will be completed within 30 business days from receipt of the complaint, unless it is impracticable to complete the investigation within this timeframe. The person completing the investigation shall document the investigation and its conclusion on the Form 415.00.1. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy. Upon completion of the investigation, the Responsible Administrator shall ensure that the Form 415.00.1 and any other report of the investigation are submitted to both the District Human Rights Officer and to the following individual:

   1. For an investigation involving allegations against a student, to the area assistant superintendent; or
2. For an investigation involving allegations against District personnel, to the Executive Director of Human Resources or the Executive Director’s designee.

VI. DISTRICT CORRECTIVE ACTION

A. The District will take corrective action for any violation of this policy. Such corrective action will be consistent with the law and regulations, District policies, and any relevant collective bargaining agreements.

B. Corrective action will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior.

   1. Corrective action for students who commit, or are a party to, prohibited acts of discrimination, violence, harassment, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but are not limited to, remedial responses, positive behavioral interventions, interventions and restorative practices or responses, warnings, transfer, suspension, and/or expulsion.

   2. Corrective action for employees who permit, condone, or tolerate discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but is not limited to, remedial responses and/or disciplinary action up to and including termination or discharge.

   3. Corrective action for other individuals engaging in prohibited acts of discrimination, harassment, violence, or retaliation, or who engage in intentional false reporting of discrimination, harassment, violence, or retaliation may include, but not be limited to, exclusion from District property and events and/or termination of services and/or contracts.

C. The District may also discipline any student, employee, or other personnel of the District for derogatory statements or conduct based on the characteristics identified in Section I of this policy, which do not constitute illegal discrimination, harassment, violence, or retaliation but nonetheless are inappropriate.

D. The District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the District, except as permitted by law.

E. In order to prevent or respond to acts of discrimination, harassment, violence, or retaliation committed by or directed against a child with a disability, the District shall, where determined appropriate by the child’s individualized education program (“IEP”) or Section
504 team, allow the child’s IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child’s disability to allow the child to respond to or not to engage in acts of discrimination, harassment, violence, or retaliation.

VII. RETALIATION

A. The District unequivocally prohibits retaliation, and will discipline or take other appropriate corrective action, against any person to whom this policy applies that engages in retaliation or threatens retaliation against any person who has or is believed to have:

1. Reported, asserted, or alleged a violation of this policy or any other policy, law, or regulation;

2. Made a good faith report of an alleged violation of this policy or any other policy, law, or regulation;

3. Acted as a witness in any investigation of a complaint alleging a violation of this policy or any other policy, law, or regulation;

4. Testified, assisted, or participated in any fact-finding or investigation, hearing, or proceeding regarding an alleged violation of this policy or any other policy, law, or regulation; and/or

5. Assisted in formulating or implementing corrective action in response to a violation of this policy or any other policy, law, or regulation.

B. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Retaliation also means any materially adverse action or credible threat of a materially adverse action by the District, or any employee thereof, taken against any employee or student for having made a good-faith report of District misconduct. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the retaliation.

VIII. DISSEMINATION OF POLICY AND TRAINING

A. This policy shall be conspicuously posted throughout each District building in areas accessible to students and District personnel.

B. This policy shall be given to each District employee and independent contractor that regularly interacts with students at the time of initial employment with the District.


D. The District shall develop a method of discussing this policy with students and employees.
Legal References:  
Minn. Stat. § 120B.232 (Character Development Education)  
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
Minn. Stat. § 609.341 (Definitions)  
Minn. Stat. § 626.556 et seq. (Reporting of Maltreatment of Minors)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act)  
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)  
42 U.S.C. § 2000d et seq. (Title VI of the Civil Rights Act of 1964)  
42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)  
42 U.S.C. § 12101 et seq. (Americans with Disabilities Act)  

Cross References:  
Policy 101.00: Racial Equity  
Policy 102.00: Equal Opportunity/Non-Discrimination  
Policy 401.00: Equal Employment Opportunity  
Policy 500.00: Gender Inclusion  
Policy 501.00: Hazing Prohibition  
Policy 505.00: Bullying Prohibition  
Policy 506.00: Student Discipline  
Policy 506.02: Student Discipline: Expulsion & Exclusion  
Policy 506.03: Student Discipline: Suspension  
Policy 520.00: Technology Usage & Safety  
Policy 609.00: Religion