

## Education Committee - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, February 26, 2019

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

### **1. Informational Items - These items are provided for informational purposes only and no action is required.**

#### A. Assistant Superintendent's Report

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The purpose of this report is to provide regular updates to the Education Committee regarding teaching and learning. Assistant Superintendent Jeff Horton shared current information regarding implementation of district initiatives and school operations.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

#### B. Curriculum and Instruction Report

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The purpose of this report is to provide regular updates to the Education Committee regarding teaching and learning. Director of Curriculum and Instruction Gail Netland shared current information regarding the status of the work of the curriculum and instruction department.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

#### C. Career Technical Education (CTE) Program Update

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February is CTE Month. CTE Month is a public awareness national campaign held each February to celebrate the achievements and accomplishments of Career and Technical Education programs and students across the country. In honor of CTE Month, Bradley Vieths, Vocational Program Coordinator, provided an update regarding the Career Technical Education (CTE) Program within Duluth Public Schools. <https://www.flipsnack.com/CTEduluth/cte-annual-report-2019.html>

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

#### D. Grant Applications

1) Duluth Superior Area Community Foundation Grant Application

Phil Thouin, Area Learning Center, has submitted a grant application to the Duluth Superior Area Community Foundation in the amount of \$2,525. If awarded, funds will be used in continued support of the Rivers2Lake Program, which integrates Lake Superior watershed curriculum into local education through inquiry and place-based learning, environmental literacy, stewardship, and ecosystem restoration. Together, we developed a series of field experiences for students to visit local nature reserves, parks, and organizations. These trips were also supported by the Office of Education Equity (of Duluth Public Schools), which advocates for racial and economic integration, academic achievement, and equitable opportunities for all students. To continue forward and further grow this program next school year, we request support for transportation, entry fees, equipment, and other material needs while exploring these natural areas around Duluth-Superior.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

2) Duluth Public Schools Endowment Fund Grant Application

Christine Valento, Lincoln Park Middle School, has submitted a grant application to the Duluth Public Schools Endowment Fund in the amount of \$1,086. If awarded, funds will be used to purchase materials and supplies for Art Club at Lincoln Park Middle School.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

3) National Endowment for the Arts Grant Application

Christine Valento, Lincoln Park Middle School, has submitted a grant application to the National Endowment for the Arts in the amount of \$2,000. If awarded, funds will be used to cover sub costs, registration and travel expenses related to a professional development opportunity in Utah.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

4) Bush Foundation Grant Application

Callie DeVriendt, Lincoln Park Middle School, has submitted a grant application to the Bush Foundation in the amount of \$200,000. If awarded, funds will be used at Lincoln Park Middle School to support Restorative Practice (RP) training, revamping the ISS and PAWS room to be more restorative as well as supplies for classrooms that may be interested, consultation money to partner with Mickelson Consultants for RP, and to pay for money for transportation/food/child care to engage stakeholders in meetings around RP. Money also to pay for sub costs for staff to participate in RP training.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

5) Education Minnesota Foundation Grant Application

Becky Gamache, Lowell Preschool, has submitted for and been awarded a grant from the Education Minnesota Foundation for Excellence in Teaching and Learning in the amount of \$2,458. Funds will be used to purchase STEM materials (magnet board and accessories) for the Magnificent Magnets project at Lowell Preschool.

Recommendation: It is recommended that the Duluth School Board receive this item as informational.

2. **Action Items**

A. Policies

1) 5123 - Crisis Management Policy - DELETION 21

Administration is recommending the deletion of Policy 5123 - Crisis Management Policy, which will be replaced with Policy 806 - Crisis Management Policy.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 5123 for the second reading.

2) NEW Policy 806 - Crisis Management Policy 22

Attached is Policy 806 - Crisis Management Policy for the second reading. This policy would replace Policy 5123 - Crisis Management Policy.

Recommendation: It is recommended that the Duluth School Board approve Policy 806 for the second reading.

3) NEW Policy 535 - Counseling Regarding Pre-Career and Technical Programs 34

Attached is Policy 535 - Counseling Regarding Pre-Career and Technical Programs for the second reading.

Recommendation: It is recommended that the Duluth School Board approve Policy 535 for the second reading.

4) 1083 - Weapons Free Zone - DELETION 36

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 1083, which will be replaced with MSBA Policy 501 - School Weapons Policy.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 1083 for the first reading.

5) NEW Policy 501 - School Weapons Policy 37

Attached is revised MSBA Policy 501 - School Weapons Policy, for the first reading. This policy would replace Policy 1083 - Weapons Free Zone.

Recommendation: It is recommended that the Duluth School Board approve Policy 501 for the first reading.

6) 5085 - School Discipline Policy - DELETION - The first reading of this policy was not approved and policy was not postponed to a future date 42

In moving to the MSBA Model Policies, administration is recommending the deletion of Policy 5085, which will be replaced with MSBA Policy 506 - Student Discipline.

Recommendation: It is recommended that the Duluth School Board approve the deletion of Policy 5085 for the first reading.

7) NEW Policy 506 - Student Discipline - The first reading of this policy was not approved and policy was not postponed to a future date 43

Attached is revised MSBA Policy 506 - Student Discipline, for the first reading. This policy would replace Policy 5085 - School Discipline Policy.

Recommendation: It is recommended that the Duluth School Board approve Policy 506 for the first reading.

B. Resolution E-2-19-3628 - Acceptance of Grant Awards to Duluth Public Schools 68

Attached is Resolution E-2-19-3628 - Acceptance of Grant Awards to Duluth Public Schools, to accept and approve grant awards from the following organizations:

Education Minnesota Foundation for Excellence in Teaching and Learning

Recommendation: It is recommended that the Duluth School Board accept and approve Resolution E-2-19-3628 - Acceptance of Grant Awards to Duluth Public Schools.

C. Extended Trip Requests

1) Wolf Ridge Environmental Learning Center - Lowell Elementary 70

Fourth grade students from Lowell Elementary School will travel to Wolf Ridge Environmental Learning Center in Finland, MN from April 24-26, 2019. During this event, students will participate in classes

lead by environmental educators both indoors and out. These classes focused on Minnesota Science Standards, team building and building positive self confidence. The total cost of the trip is \$7,050 and will be financed through fund raising activities and student and chaperon fees.

Recommendation: It is recommended that the Duluth School Board accept and approve the above Extended Field Trip Request.

D. Diploma Requests

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The following students have met all graduation requirements for the Duluth Public Schools and should be awarded a Diploma:

Britany Nicole Seehus - January 17, 2019  
 Ella Mary Costley - January 18, 2019  
 Catherine Rose Stingle - January 18, 2019  
 Elyssa Elaine Hopkins - January 18, 2019  
 Amy Grace Simonson - January 18, 2019  
 Anne Lauren Klein - January 18, 2019  
 Auzauria Kathrieann Pennazoli - January 25, 2019  
 Bryce Peter Jones - February 7, 2019  
 Caden Nathaniel Opland - February 14, 2019

Recommendation: It is recommended that the Duluth School Board accept and approve the above Diploma Requests.

3. **Future Items**

**Policy Updates**

# Assistant Superintendent Monthly Report

February 2019

## Purpose

The purpose of this report is to provide regular updates to the Education Committee

## Site Celebrations

- Lincoln Park Middle School Suspension Reduction

## Walk-Throughs

- Laura MacArthur

## Highlights

- Steve O'Neil and Center City Housing Visits
- Suspension and Expulsion Team Meeting
- ALICE Parent Night

## Shout Out!

- Ms. Wittmers-Graves at Piedmont Elementary School

# Director of Curriculum and Instruction Monthly Report

February 2019

## Purpose

The purpose of this report is to provide regular updates to the Education Committee regarding teaching and learning.

## Updates

### Registration

- Currently underway
- Information available on website, Facebook, and counselors
- Open through February 25, 2019

### Immersion

- Site Visit
  - Ojibwe & Dakota immersion school (K-7)
- Ongoing planning for future

### Curriculum

- Secondary ELA Text Adoption Update
  - Book ordered
  - Unit design--focus on text read alongside additional supplemental readings
  - Professional Development to develop and support initial teaching
  - Unit reflection and revision summer 2019
- February: CTE Update (later in agenda)
- March: Update on Music
- April: Update on Art



**Overview:** Duluth Career and Technical Education (CTE) had a great year. Programs passed their 5 year approval with MDE. We also provided more industry connections, credentials and experiences than in previous 5 years. The general trend is upward with our programs but still needing to find ways of impacting data sets below.

	2017	2018
<b>Number of enrollees</b>	1270	1787
<b>Number of unique students</b>	772	1016
<b>Number of unique programs</b>	12	13
<b>Number of unique courses</b>	35	37
<b>Count Proficient</b>	1097	1446
<b>Number of non-trad courses</b>	20	22
<b>Number of female non-trad Enrollees</b>	56	33
<b>Total non-trad enrollees</b>	409	426

<b>Reading</b>	<table border="1"> <tr><td>Consortia Rate</td><td>52.06</td><td>56.73</td></tr> <tr><td>State Rate</td><td>46.93</td><td>47.79</td></tr> <tr><td>2016</td><td>46.93</td><td>47.79</td></tr> <tr><td>2017</td><td>47.79</td><td>49.31</td></tr> <tr><td>2018</td><td>49.31</td><td></td></tr> </table>	Consortia Rate	52.06	56.73	State Rate	46.93	47.79	2016	46.93	47.79	2017	47.79	49.31	2018	49.31		
Consortia Rate	52.06	56.73															
State Rate	46.93	47.79															
2016	46.93	47.79															
2017	47.79	49.31															
2018	49.31																
District fell below most recent Consortium Rate in Reading . District fell below most recent State Rate in Reading .																	
<b>Math</b>	<table border="1"> <tr><td>Consortia Rate</td><td>36.93</td><td>45.71</td></tr> <tr><td>State Rate</td><td>32.97</td><td>25.93</td></tr> <tr><td>2016</td><td>32.97</td><td>25.93</td></tr> <tr><td>2017</td><td>25.93</td><td>32.83</td></tr> <tr><td>2018</td><td>32.83</td><td></td></tr> </table>	Consortia Rate	36.93	45.71	State Rate	32.97	25.93	2016	32.97	25.93	2017	25.93	32.83	2018	32.83		
Consortia Rate	36.93	45.71															
State Rate	32.97	25.93															
2016	32.97	25.93															
2017	25.93	32.83															
2018	32.83																
District fell below most recent Consortium Rate in Math . District fell below most recent State Rate in Math .																	
<b>Technical Skills Assessment</b>	<table border="1"> <tr><td>Consortia Rate</td><td>96.10</td><td>69.29</td></tr> <tr><td>State Rate</td><td>70.00</td><td>91.89</td></tr> <tr><td>2016</td><td>70.00</td><td>91.89</td></tr> <tr><td>2017</td><td>91.89</td><td>96.10</td></tr> <tr><td>2018</td><td>96.10</td><td></td></tr> </table>	Consortia Rate	96.10	69.29	State Rate	70.00	91.89	2016	70.00	91.89	2017	91.89	96.10	2018	96.10		
Consortia Rate	96.10	69.29															
State Rate	70.00	91.89															
2016	70.00	91.89															
2017	91.89	96.10															
2018	96.10																
District met or exceeded the most recent Consortium Rate in Technical Skills Assessment . District met or exceeded the most recent State Rate in Technical Skills Assessment .																	
<b>Graduation (Single Year)</b>	<table border="1"> <tr><td>Consortia Rate</td><td>96.82</td><td>98.49</td></tr> <tr><td>State Rate</td><td>97.58</td><td>96.67</td></tr> <tr><td>2016</td><td>97.58</td><td>96.67</td></tr> <tr><td>2017</td><td>96.67</td><td>94.74</td></tr> <tr><td>2018</td><td>94.74</td><td></td></tr> </table>	Consortia Rate	96.82	98.49	State Rate	97.58	96.67	2016	97.58	96.67	2017	96.67	94.74	2018	94.74		
Consortia Rate	96.82	98.49															
State Rate	97.58	96.67															
2016	97.58	96.67															
2017	96.67	94.74															
2018	94.74																
District fell below most recent Consortium Rate in Graduation (Single Year) . District fell below most recent State Rate in Graduation (Single Year) .																	
<b>4-Year Graduation</b>	<table border="1"> <tr><td>Consortia Rate</td><td>90.99</td><td>91.67</td></tr> <tr><td>State Rate</td><td>89.29</td><td>88.89</td></tr> <tr><td>2016</td><td>89.29</td><td>88.89</td></tr> <tr><td>2017</td><td>88.89</td><td>86.29</td></tr> <tr><td>2018</td><td>86.29</td><td></td></tr> </table>	Consortia Rate	90.99	91.67	State Rate	89.29	88.89	2016	89.29	88.89	2017	88.89	86.29	2018	86.29		
Consortia Rate	90.99	91.67															
State Rate	89.29	88.89															
2016	89.29	88.89															
2017	88.89	86.29															
2018	86.29																
District fell below most recent Consortium Rate in 4-Year Graduation . District fell below most recent State Rate in 4-Year Graduation .																	
<b>Nontraditional Participation</b>	<table border="1"> <tr><td>Consortia Rate</td><td>29.93</td><td>37.06</td></tr> <tr><td>State Rate</td><td>36.61</td><td>26.44</td></tr> <tr><td>2016</td><td>36.61</td><td>26.44</td></tr> <tr><td>2017</td><td>26.44</td><td>35.65</td></tr> <tr><td>2018</td><td>35.65</td><td></td></tr> </table>	Consortia Rate	29.93	37.06	State Rate	36.61	26.44	2016	36.61	26.44	2017	26.44	35.65	2018	35.65		
Consortia Rate	29.93	37.06															
State Rate	36.61	26.44															
2016	36.61	26.44															
2017	26.44	35.65															
2018	35.65																
District met or exceeded the most recent Consortium Rate in Nontraditional Participation . District fell below most recent State Rate in Nontraditional Participation .																	
<b>Nontraditional Completion</b>	<table border="1"> <tr><td>Consortia Rate</td><td>16.82</td><td>32.55</td></tr> <tr><td>State Rate</td><td>18.95</td><td>6.76</td></tr> <tr><td>2016</td><td>18.95</td><td>6.76</td></tr> <tr><td>2017</td><td>6.76</td><td>27.04</td></tr> <tr><td>2018</td><td>27.04</td><td></td></tr> </table>	Consortia Rate	16.82	32.55	State Rate	18.95	6.76	2016	18.95	6.76	2017	6.76	27.04	2018	27.04		
Consortia Rate	16.82	32.55															
State Rate	18.95	6.76															
2016	18.95	6.76															
2017	6.76	27.04															
2018	27.04																
District met or exceeded the most recent Consortium Rate in Nontraditional Completion . District fell below most recent State Rate in Nontraditional Completion .																	

## Programs of Study

### Program Enrollment Comparison

	2017	2018
Work Experience - Disadvantaged	40	189
Work Experience - Handicapped	*	264
Diversified Occupations	*	47
Agriculture Combined Program	49	46
Health Sciences & TechEd	85	95
Fashion/Apparel/Textiles/Design	51	*
Food & Food Industries	57	*
Early Childhood, Guidance & Education Careers	*	85
Hospitality Service Careers: Tourism/Recreation	17	*
Hospitality: Food Preparation/Production & Service	32	208
SO Hospitality-Food Preparation/Production & Service	90	*
Administrative Support	124	253
Auto Mechanics	116	111
Construction Careers: General	82	32
Construction Careers: Finishing	37	*
CommTech: Drafting/CAD	148	125
Electronics	139	81
Communications Technology	203	251
<b>TOTAL</b>	<b>1270</b>	<b>1787</b>

**Staffing:**

- Hamilton Smith:** Aerospace Physics
- Kevin Michalicek:** Aerospace Physics
- John Rudolph:** Agriculture, Natural Resource Management
- Stuart Soland:** Automotive Service Technologies
- Mike Devney:** Business & Marketing
- Tony Leone:** Construction Technologies
- Shonda Peller:** Early Childhood Careers
- Don Simons:** Engineering Design & Manufacturing
- Jennifer Miller:** Graphic Arts and Digital Design
- Kim Olson:** Health Occupations
- Glenn Damour:** Hospitality & Culinary Arts
- Leah Bangs:** Hospitality & Culinary Arts
- Mike Zwak:** Business and Work-Based Learning
- Tim Lindberg:** Work-Based Learning
- Keely Waechter:** Work-Based Learning

# 2018 Highlights

## Enrollment Data

2017-18 Academic Year:

- **+244 students enrolled in CTE programs.**
- **+517 total enrolled**
- 346 Receiving Support Services
- **969 Special Populations**
- **252 Protected Populations +87 from 2017**

## Secondary Student Performance

- +1.52% MCA Reading
- +6.9% MCA Math
- **86.29% Graduation Rate (2018)**
- **\*\*District 76.% (2017)**
- 96.67% Completions  
26.44% Nontraditional
- **86 Students received Industry Certifications. +50 from 2017**
- **New Articulations with Bemidji State, HCC, and LSC**

## Federal Perkins Funding

- Support CTE Clubs: HOSA, Culinary, Engineering/Manufacturing
  - 26 digital drawing tables for graphics
  - Culinary equipment
  - **2 new hoists for automotive**
  - supplies for aerospace expansion
  - Professional development
  - Field trips and industry exposure—Construct Tomorrow, Tour of Manufacturing, Career Days.
- \*See full list in attachments.\*\***

## CTE Levy

Each year the district has the option of levying 35% total cost of salary, travel, supplies associated with CTE programs.

## For more information

### Brad Vieths

*Vocational Programs Coordinator.*

Phone: 336-8711 ext. 1031

Twitter: @CTEduLuth

Email: [Bradley.vieths@isd709.org](mailto:Bradley.vieths@isd709.org)



## Special Industry Support

- ❖ **Altec:** Donated \$30,000 for NEW mills at East & Denfeld, materials, paid female welding mentor, tours, club support
- ❖ **Internships:** Two students currently working in industry in manufacturing & architecture.
- ❖ **Fired Up About Welding:** After school welding opportunity that 10 regional (5 Duluth) females are participating in at LSC. 100% industry funded this year.
- ❖ **Northshore Estates:** Provides Clinical Location for CNA
- ❖ **Lake Superior College (LSC):** In-Kind Professional Development and collaboration with our instructors.
- ❖ **Donations:** Industry donated materials, installation work for new hoists; AMFA new equipment for Ordean; tours and lunches in culinary programs; fundraising started for automotive & metals program growth over \$3000. 7 vehicles donated as lab projects in automotive.



**Industries and groups that have donated or supported our programs this past year:** Levy Tree Care, MN DNR, MNCCC Maurices, UWS, Edward Jones, Sappi, Mesina Realty, MDA, Lake Avenue Café, Essentia Health, Endion Square Preschool, Little Learners, LSC, DEED, Duluth Workforce Center, YES! Duluth, Dept of Workforce Development, Northern Acrylic, Glenwood Signs, Epicurean, First Technologies, PDM, FeraDyne, Pro Print, Mesabi Range CTC, On the Limit, Fourth Street Auto, ASEYEF, Ogston's Body and Paint, O-Reilly Autoparts, App Constructors, Heartland Constructions, Cirrus Aircraft, AAR, Monaco Air, Northern Aero Alliance, UMD, WITC, CSS, Jamar, Northland, Boldt, Carpenters Local, Moline, Meyer Group, Hydrosolutions, Arrowhead Builders Association, National Iron Workers, Ecolibrium 3, DSGW, Essentia, GPM, UPI,

# Perkins Consortium Performance and Funded 10 Activities

Reading	
Esko	70.00%
Hermantown	66.67%
Consortium Performance FY 2017	51.09%
Lake Superior	50.00%
Duluth	47.79%
Cook County	45.45%
Proctor	40.26%

Math	
Esko	66.67%
Hermantown	53.66%
Consortium Performance FY 2017	36.33%
Proctor	36.11%
Lake Superior	34.62%
Cook County	32.26%
Duluth	25.93%

Tech Skills Assess (TSA)	
Esko	100.00%
Consortium Performance FY 2017	92.68%
Duluth	91.89%

Graduation (Single Year)	
Cook County	100.00%
Esko	100.00%
Hermantown	100.00%
Lake Superior	100.00%
Proctor	100.00%
Consortium Performance FY 2017	98.24%
Duluth	96.67%

4-Year Graduation	
Cook County	100.00%
Hermantown	100.00%
Proctor	100.00%
Esko	97.87%
Consortium Performance FY 2017	91.44%
Duluth	88.89%
Lake Superior	83.33%

Postsecondary Enrollment	
Esko	79.55%
Proctor	75.00%
Cook County	72.73%
Consortium Performance FY 2017	58.87%
Duluth	52.80%
Lake Superior	38.46%
Hermantown	33.33%

Nontrad Participation	
Esko	48.89%
Cook County	29.01%
Consortium Performance FY 2017	26.51%
Duluth	26.44%
Proctor	25.21%
Lake Superior	23.16%
Hermantown	13.25%

Nontrad Completion	
Esko	47.78%
Lake Superior	27.91%
Consortium Performance FY 2017	17.52%
Hermantown	12.50%
Proctor	7.75%
Duluth	6.76%
Cook County	5.13%

Paid To:	Explanation of expenses	Amount
Duluth	Tour of Manufacturing	\$576.00
Duluth	Club Support--Advisor Costs	\$5846.62
Duluth	Perkins Leadership	\$575.12
Duluth	Professional Development	\$4451.35
Duluth	Career Exploration	\$4325.13
Duluth	Field Trips	\$3478.16
Duluth	Construct Tomorrow	\$585.00
Duluth	Rigorous Program Support	\$8653.30
Duluth	Technical Skills Assessments	\$600.00
Duluth	Clinical Support--CNA	\$1700.00
Duluth	Extended Contract--CNA	\$3200.00
Duluth	.175 classroom support—WBL FTE	\$15,000.00
Duluth	<b>MCIS LICENSE</b>	<b>\$ 3581.80</b>
Estimated	<b>TOTAL AWARD:</b>	<b>\$ 52,572.48</b>

## Highlights:

- Campus Tours of LSC and Mesabi Range
- Several Industry Tours including Tour of Manufacturing and Construct Tomorrow
- First Technical Skills Assessments Offered
- LSC MAC Lab accessible
- Health Care Common Core pilot program
- New programs were offered in Education Careers and Health Occupations.
- Construction built a house in collaboration with LSC.
- **86 industry credentials were awarded in CNA, ASE, Solidworks, and Servsafe**

January 29th, 2019

Dear Duluth Public School Board,

The following packet of information is a broad overview of the status of Duluth Public Schools District's Career and Technical Education Programs (CTE). This annual presentation is given during the month of February in recognition of National CTE Month. Supporting CTE programs is difficult when dealing with financial and community hardships, but these programs truly provide a connection and career options for students. It is also proven to compliment differing styles of learning that supports and connects to a vast group of students that struggle with core-academics at times.

In celebration of National CTE Month, I invite you to visit any and or all of our programs throughout the district this month and to visit the District's CTE webpage which can be found at any of the parent or student links or at: <https://www.isd709.org/career-and-technical-education/index>. I also invite you to follow our daily updates during February on Twitter under the handle @CTEduluth.

Included in this packet are detailed information about each course that is offered through the Duluth CTE program and the first page gives you an overview of our strengths, hurdles, and successes. I have chosen to focus on how our programs are doing at getting students to enroll in college as well as how our programs are serving our most at-risk and needy populations. However, if you feel you want additional information or to schedule a visit, please contact me. At the Education Committee meeting, I will be using that document as my guide and referencing different aspects of the other attached documents.

Thanks for your time and service and I cannot wait to share with you our programs on February 11<sup>th</sup>.

Sincerely Yours,

A handwritten signature in black ink, appearing to read "Brad Vieths". The signature is fluid and cursive, with the first name "Brad" and last name "Vieths" clearly distinguishable.

Brad Vieths  
Vocational Programs Coordinator

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## Career & Technical Education Update

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Bradley Vieths  
Vocational Program Coordinator  
ISD #709 Duluth Public Schools  
Duluth, MN 55802  
Phone: (218)336-8711 ext 1031  
Email: [bradley.vieths@isd709.org](mailto:bradley.vieths@isd709.org)

# Annual Program Update

February 11th, 2019

Audience: Duluth Public School Board

## OVERVIEW

The purpose of this meeting was to share status and immediate issues of Career and Technical Education (CTE) in ISD #709. Information was gathered for this meeting focusing on current status of department and content areas; financial status and needs; immediate needs and available options; and working towards a long-range plan of action for the district.

## GOALS

1. Develop a plan for immediate needs and issues in the CTE department
2. Create a pathway and initiative for funding CTE: goals vs. aspirations
3. Modify the program to be more self-sustaining financially and with staffing.
4. Create priority list based on District views and goals for this program

## Courses, Enrollments & Structure *See Attachment # 1 for exact Numbers.*

CTE programs in ISD709 have been for the most part stable or growing. This past fall we have started the process of program modifications in some areas including automotive, engineering/manufacturing, and culinary. Our biggest goal is to improve access while maintaining the skills acquisitions our industry are asking for our programs.

As usual, one of the biggest hurdles in getting students access revolve around limited FTE based on standard class-sizes in ISD709. Due to concerns, we are not able to operate most programs under best practices for class sizes and to date that is still one of our biggest roadblocks to growth.

### **Keys Issues to Remember:**

- **Programs need to meet industry standards and local need.**
- **Class size expectation is still a concern and hurdle with regards to perceptions of CTE and FTE allocations.**

## Finance FY2018

Currently, the financial structure with regards to staffing and supplies has been reorganized and 13 simplified. Programs have sufficient budgets to be fiscally sound and not indulgent. Most programs have updated equipment and small tooling updated. That being said, we still need to look at what the “break even” or threshold of the district. We can’t support or offer everything so need to make decisions on programs that support. Without ongoing work with regional employers, working groups and non-profits our programs would not be self-supporting. Community connections have greatly increased. Over the past 18 months programs have received:

- Culinary: Free produce and supplies; uniforms, tours, jobs, speakers.
- Automotive: \$2000 donation for technology and tooling, auction of seven vehicles bringing in roughly \$2000 for the club and program. Four-six vehicles new to the fleet from community donations, grant funding for \$3500 to provide our annual curriculum for national standards.
- Construction: Materials and cost tied to LSC; Habitat for Humanity project covers all other costs for student work; working on internship and other build projects to grow program.
- Engineering: \$30,000 in vertical mill additions to labs; steel, acrylics, foam, other building supplies from industry. Free lease welding units from Lake Superior College and Perkins support; donated CNC simulators.
- Aerospace: Four Tours and opportunities to experience flight in LSC’s Fly Day for our students supported and funded by Monaco Air, Northern Aero Alliance, LSC, and Duluth Airport.
- Health Occupations: All EMR equipment on loan/donated from LSC, two Virtual geriatric Simulators, eight mannequin updates (Perkins)
- Work-Based Learning (WBL): To date, all non-special education(SPED) work-based learning is provided by ALC/AEO program and that is only .8 FTE. We have been holding growth of CTE industry programs due to this.

### **Keys Issues to Remember:**

- **Health Occupations Program is in DIRE need of updates for books, labs, and overall industry updates.**
- **District needs to have honest discussion on capital improvement needs and technology long term.**
- **WBL is an area to grow and in-demand at all levels of education and workforce development. Currently the district does not provide enough FTE in this area to sustain or grow the non-SPED WBL programs.**

## Facilities

Currently, facilities (labs and classrooms) as a whole are adequate. That being said there are still two programs that face immediate needs that are the same from previous yearly update. To date no action has been provided from the district to solve these concerns.

- There are minor concerns in the following:
  - Construction:
    - Equipment needs: Trailer and financial plan if going to expand: House, garages, sheds

- Capacity needs: Program will require small enrollment and may need to look at scheduling options if going to expand. This would mean justifying 1.0 FTE for two or three blocks a day at 14-18 students.

- Medical Occupations:
  - Needs major upgrade and commitment. Entire facility doesn't match industry well any more. Equipment and supplies have been sustained but since there is no capital the labs are falling behind.
  - Rooms are setup but need additional upgrades due to rising enrollment. Under best practices it is recommended not to have more than three students per patient simulated bed, we are currently above this capacity.
- Long-term needs:
  - Engineering & Design:
    - East High School
      - Additional metal skills; need to provide structural venting in classrooms
        - Mills were added this year but to provide credentials we still need lathe and small tooling capabilities.
      - Welding units: NOTE that we are in the process of \$0 leasing two units from LSC so students can get a basic exposure, but demand is high for this program at this site.
      - Middle School: would like to build a computer science and computational thinking program intertwined with science and math courses. Also, computers are beyond life expectancy and no longer functional for program.
    - Denfeld High School
      - Additional metal skills; need to provide structural venting in classrooms
        - Mills were added this year but to provide credentials we still need lathe and small tooling capabilities.
    - District-wide
      - Grades 6-12; More 3D printers and laser cutters due to usage
      - Software: If the district honors its commitment to this we should be sustainable.
        - REMINDER: Last year, district reallocated all this funding due to financial constraints and the planned budget for software purchase were no longer available.
  - Health Occupations:
    - Previously stated
      - Needs major upgrade and commitment. Entire facility doesn't match industry well any more. Equipment and supplies have been sustained but since there is no capital the labs are falling behind.
      - Rooms are setup but need additional upgrades due to rising enrollment. Under best practices it is recommended not to have more than three students per patient simulated bed, we are currently above this capacity.

- All programs:
  - The optimum for CTE programs are smaller class sizes due to hands-on learning, as the district operates at larger class-size ratio, offering or expanding CTE 15 courses become difficult to justify.

**Keys Issues to Remember:**

- **There will always be needs for updating, and larger equipment is getting outdated and expensive to replace.**
- **Need to plan long-term for larger facility needs.**

## Connections and Branding 2019

This has been a huge success. With all the connections made, we now have local and regional support. The regional advocacy is showing signs of growth, and through attending general outreach we continuously advocate for programs in CTE. Currently, the following programs and collaborations are in discussion but NOT beyond the planning stages:

- **Broad Internships:** Working with a variety of employers students could be allowed to modify their schedules for paid or unpaid internships for skills they have acquired in CTE coursework.
- **Professional Studies Cohorts:** In working with skilled trades and healthcare employers, we are studying the feasibility of regional or ISD709 cohorts of students who participate in a yearlong intensive career program as seniors to explore careers and regional jobs and employability skills.
- **Modified Course Offerings:** Working with Lake Superior College (LSC), discussion on offerings and program modifications to provide more access to students who are either A) beyond our curriculum knowledge (advanced) or B) offerings that we cannot sustain such as firefighting, information technology, laboratory sciences, etc.

To date, every CTE program in the district is currently articulated with college credit or at a minimum pending college credit.

**Keys Issues to Remember:**

- **The budget for marketing materials: banners for schools, signage, brochures, etc.**
- **REGIONAL PATHWAYS\*\***

\*\*The number one goal of the CTE program is to continue promoting, connecting and branding our programs. Through the district PR program, we updated, modified, and created a comprehensive public and social media presence. The continuous goal in the CTE program is to align the curriculum to focus on universal job skills, dual credit, work experience, and using industry and post-secondary logos, and presence in our classrooms.

## SHORT TERM MILESTONES

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### Career and Technical Department (17-18)

Overall the support you have provided has helped the CTE programs in the district. Our programs have experienced a resurgence, and our new programs continue to see enrollment increases. Restructuring the current accounting systems and communication allows us to provide more accurate data

We are also looking forward to what the changes in [Perkins V](#) reauthorization mean for the district and the region but we will not know those full implications until early 2020.

## Program by Program Review:

### Construction

A goal in the construction area is to generate revenue and another to increase student enrollment. At this time, our collaborative work with Lake Superior College (LSC) on the house building project has resulted in greater student engagement. This year we had over 26 enrolled and had to hire a Tech Tutor to help get the class size manageable. Long term, we would love to make this program two 2-hour blocks with one duty hour for site prep and collaboration with LSC, but with constraints of FTE and funding it is difficult at this time. Our hope is to build another Habitat for Humanity house for the city and keep working out of the Lincoln Park Neighborhood.

### Business and Finance Courses

Program continues to struggle with enrollment decline. This year it is only a .9 district-wide (.3 Denfeld and .6 at East)

### Agriculture & Forestry

This program has stabilized in enrollment. That being said we are still not seeing much enrollment from Denfeld and program is 98% sustained through East campus. This program is also working to create more interest in outdoor careers and options moving forward.

### Automotive

This is our first Rigorous Program of Study in CTE. This program and the changes we have made are going strong. We are hoping to move to a 2-course sequence to help students gain access more effectively. This upcoming year students will also have the opportunity to do more hands-on work based on the instructor taking on more community projects.

## **Engineering Design**

The new Fablab at Denfeld continues to promote the courses in the Engineering/manufacturing field. All programs are now offered equally at both sites in fields of; Architecture, Engineering, Manufacturing. As stated earlier, the program received a big boost with the addition of vertical milling at the sites. We are still lacking in machining and welding but continue to work. The new instructor comes directly from industry and is modifying the program to better match working conditions and skills. Issues with this program will be long-term costs to support it. Long-term sustaining of equipment and supplies will make this always the most expensive program.

## **Graphic Arts**

As we continue to meet the demands of the industry with training of our students, we continue to see growth in this program. With grant support, students now have the ability to paint, draw, pencil sketch and design digitally. We are also in the process of evaluating what industry needs are and how to modify the program to meet those needs. Program is now articulated with Bemidji State University in 2D Design. This is the first articulation of a high school program in this field with a high school and that directly ties to the amazing work of the instructor.

## **Culinary**

At Denfeld, the program is growing and improving. The instructor has not only doubled our concentrator numbers, but also has a waiting list for the Introduction to Cooking course. You have seen her students out in the community almost monthly doing catering and other events for Duluth. East's culinary program is attempting to stabilize enrollment and also providing more jobs and certifications for students. Both programs do great work and have different issues and needs moving forward.

## **Health Occupations**

The program is our second Rigorous Program of Study. The Home Health Aid/CNA track is always strong and producing great students that go into the workforce, 2-year and 4 year programs. Our newly piloted program for Emergency Career is going strong in year two. The Basic Life Support and Emergency Medical Responder Course at both sites was full and last semester had all students complete the First Aid and BLS program with 3 potentially testing out of the EMR certification.

## **Aerospace Physics**

This program has experienced growth at both sites. This past fall the East campus had enough for 3 sections but we had to cut it down to 2 based on FTE issues. Denfeld is overfilled at 38 (Supposed to be 25 for a section) and we hope that this is a sign of our partnership with AAR, Cirrus, and LSC is paying off.

## **Child Development/Psychology (Education Careers)**

This was brought back last year and overall is doing quite well according to student feedback and enrollment. One section per semester is offered at each high school, and the instructor has developed

a leadership program. This will also hopefully tie into Pathways2Teaching once that program stabilizes and we know if it truly meets CTE requirements or not.

## **Work Based Learning (WBL)/Internships**

Currently, programs include: Disadvantaged WBL, Special Education (SPED) WBL, and a Diversified Occupations WBL. By reviewing the standards, we have established an innovative model where students can access the programs in a variety of ways. The district has also started a working group to now better organize the SPED WBL program, and we hope to have a working model to present to Special Services on how the SPED department can better create transition planning and work experience for students that fit the need but still meets MDE and CTE guidelines.

## **LONG TERM MILESTONES**

### **Career and Technical Department (TBD)**

1. Change Guidance/Registration manual to a Career Pathway model for all students
  - a. It's not about credits – it is about students having a plan towards life
2. Each Site has a program when physically possible
3. Every Course is tied to a Technical Skills Assessment(TSA) or industry credential
  - a. Potentially cost covered by district and/or program for students who are concentrators
4. Every Course as a “competitive/real-world” experience to it
  - a. SkillsUSA/DECA/FBLA/Prostart/HOSA/FCCLA
  - b. Student-run companies, etc.
5. **When possible, courses generate as much revenue that goes into a CTE fund to help cover additional costs of programs. High revenue gets their needs and trickles down, or Perkins grant monies then go into them**
6. Create and fund a Bridges or Pipeline Model based on Local Grants and In-Kind donations
  - a. Leads to a network: Professionals; Apprentice/Intern; Exposure; Opens Doors
7. Alternative Credit for Essential Standards in other areas: Math, Science, Art, WBL, Social, ELA

## RESOURCES

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Conley, D. T. (2010, February 12). *College and career ready: Helping all students succeed beyond high school*. John Wiley & Sons.

Doolittle, P. E., & Camp, W. G. (1999). Constructivism: The career and technical education perspective.

Rosenbaum, J. E. (2001, November 29). *Beyond college for all: Career paths for the forgotten half*. Russell Sage Foundation.

<http://www.careertech.org/>

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# 2017-18 Total Enrollments by Population

Program	Female	Male	Total Gender	AmInd	Asian	Hispanic	Black	White	H/PI	Multi	Total Ethnicity	'Ind w/ Disabilities	EconDis	Disp Home	Single Parents	NonTrad	LEP	Migrant
000745 Work Experience - Disadvantaged	57	53	110	13		1	12	73		11	110	8	75					
000750 Work Experience - Handicapped	41	87	128	10	2	10	22	68		16	128	127	113				1	
009090 Diversified Occupations	20	13	33				2	30		1	33	12	11					
019901 Agriculture Combined Program	14	26	40			4	3	33			40	14	17			14		
070300 Health Sciences & TechEd	44	15	59	1	1	1	6	46		4	59	5	24			15		
090201 Early Childhood, Guidance & Education Careers	78	7	85	2	2		9	63		9	85	10	44					
090301 Hospitality: Food Preparation/Production & Service	83	79	162	9	4	3	26	106		14	162	81	109				3	
140710 Administrative Support	66	130	196	8	4	7	11	158		8	196	10	63			130		
170302 Auto Mechanics	2	64	66	1		3	2	54		6	66	30	36			2		
171000 Construction Careers: General		22	22	1			2	18		1	22	14	15					
171300 CommTech: Drafting/CAD	12	93	105	4	2	2	1	91		5	105	7	32			12		
171500 Electronics	15	66	81	1	3	2	4	71			81	9	23					
171502 Communications Technology	28	117	145	3	3	4	5	121		9	145	19	61					
<b>*School Total</b>	<b>460</b>	<b>772</b>	<b>1232</b>	<b>53</b>	<b>21</b>	<b>37</b>	<b>105</b>	<b>932</b>	<b>0</b>	<b>84</b>	<b>1232</b>	<b>346</b>	<b>623</b>	<b>0</b>	<b>0</b>	<b>173</b>	<b>4</b>	<b>0</b>
<b>Unduplicated Total:</b>	<b>387</b>	<b>629</b>	<b>1016</b>	<b>44</b>	<b>17</b>	<b>33</b>	<b>85</b>	<b>764</b>	<b>0</b>	<b>73</b>	<b>1016</b>	<b>257</b>	<b>499</b>	<b>0</b>	<b>0</b>	<b>173</b>	<b>3</b>	<b>0</b>

## **~~5123—CRISIS MANAGEMENT POLICY~~**

~~The Duluth Public Schools is committed to providing safe and effective learning environments for students, staff, and visitors. In the event of unexpected emergencies, the likelihood of effectively managing an emergency is increased with an established emergency plan. The purpose of the Emergency Response Crisis Management (ERCM) Manual is to maximize the safety and welfare of all students, staff, and visitors by promoting emergency preparedness district wide.~~

~~This authoritative ERCM Manual identifies responsibilities and procedures to guide emergency response in the Duluth Public Schools. When an emergency occurs, school district officials, their designees, and staff are authorized and directed to implement all necessary actions.~~

~~The ERCM Manual outlines the DPS infrastructure of the Incident Command System to be used at the district and school level in response to an emergency. It also includes:~~

- ~~• Written procedures for taking action in the event of a crisis~~
- ~~• Written procedures for communicating with the local law enforcement agencies, community emergency services, parents, students and the media in the event of a crisis~~
- ~~• A plan for crisis management training of all staff~~
- ~~• A process for developing Annual Site Specific Emergency Response Crisis Management Plans~~

~~The ERCM Manual can be found in every School's Main Office, Nurses Office and in the School's E-Kit (Emergency Response Kit).~~

~~Adopted: 07-18-2000 ISD 709~~

~~Revised: 12-20-2006 ISD 709~~

**Deletion: 2/26/2019 Second Reading**  
**Replaced by: Policy 806**

~~Adopted:~~

~~MSBA/MASA Model Policy 806~~

~~Orig. 1999~~

~~Revised:~~

~~Rev. 2014~~

## 806 CRISIS MANAGEMENT POLICY

~~[Note: The Commissioner of Education is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minn. Stat. § 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort between the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]~~

### I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building site administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. ~~For purposes of this Policy, the term, "school districts," shall include charter schools.~~ The step-by-step procedures suggested by this Policy will provide guidance to each school building site in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building site-specific crisis management plans for each school building site in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building site needs.

The school district will, ~~to the extent possible,~~ engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building site-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

### II. GENERAL INFORMATION

#### A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building site administrator can tailor a building site-specific crisis management plan to meet that building's site's specific situation and needs.

The school district's administration and/or the administration of each building site shall present tailored building site-specific crisis management plans to the school board for review and approval. The building site-specific crisis

management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

~~1. **General Crisis Procedures.** The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district wide procedures may be modified by building administrators when creating their building specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building specific crisis management plans.~~

~~All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.~~

~~**[Note: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]**~~

~~a. **Lock Down Procedures.** Lock down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock down. Each building administrator will submit lock down procedures for their building as part of the building specific crisis management plan.~~

~~**[Note: State law requires a minimum of five school lock-down drills each school year. See Minn. Stat. § 121A.035.]**~~

~~b. **Evacuation Procedures.** Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.~~

~~**[Note: State law requires a minimum of five school fire drills, consistent with Minn. Stat. § 299F.30, and one school tornado drill each school year. See Minn. Stat. § 121A.035.]**~~

~~c. **Sheltering Procedures.** Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.~~

~~**[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]**~~

1. Stay Safe or Leave Safe
  - a. Duck and Cover
  - b. Lockdown
  - c. Shelter-In-Place
  - d. Evacuate the Site
  - e. Evacuate Off-Site
  - f. All Clear
  
2. Emergency Procedures
  - a. Accidents at School
  - b. Aircraft Crash
  - c. Allergic Reaction
  - d. Animal Disturbance
  - e. Assault and/or Battery
  - f. Armed Assault on Campus

- g. Biological or Chemical Release
- h. Bomb Threat
- i. Bus Disaster
- j. Death/Serious Injury
- k. Disorderly Conduct
- l. Explosion/Risk of Explosion

3. Procedures for Reuniting Students and Parents/Guardian(s) in the Event of an Emergency

- a. Fire in Surrounding Area
- b. Fire on School Grounds
- c. Flooding
- d. Gun or Weapon on Campus
- e. Loss or Failure of Utilities
- f. Medical Emergencies
- g. Missing or Lost Child/Child Abduction
- h. Motor Vehicle Crash
- i. Psychological Trauma
- j. Searches
- k. Severe Weather
- l. Sexual Assault/Harassment
- m. Suicide/Mental Health Emergency
- n. Suspected Contamination of Food or Water
- o. Suspicious Behavior/Packages
- p. Threat of Violence
- q. Unlawful Demonstration/Walkout

A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of the designee when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. Each site in the school district will have access to a copy of the district's Emergency Response Crisis Management Manual to assist in the development of site-specific crisis management plans. Finally, all site-specific procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- ~~2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.~~

~~***[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]***~~

~~3. 4. School Emergency Response Crisis Management Teams~~

- a. Composition. The **building site** administrator in each school **building site** will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response **crisis management** team members will receive on-going training to carry out the **building's site's emergency response** crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, ~~to the extent possible,~~ school emergency response **crisis management** team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the **building site** administrator. Each **building site** will maintain a current list of school emergency response **crisis management** team members which will be updated annually. The **building site** administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single **building site** school districts.

~~***[Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]***~~

- b. Leaders. The **building site** administrator or his or her designee will serve as the leader of the school emergency response **crisis management** team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

### III. PREPARATION BEFORE AN EMERGENCY

#### A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own **building's site's** crisis management plan. Each school's **building site**-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant **building site**-specific crisis management plans and shall receive periodic training on plan implementation.
2. Students and Parents. Students and parents shall be made aware of

the school district's Crisis Management Policy and relevant tailored crisis management plans for each school **building site**. Each school district's **building site**-specific crisis management plan shall set forth how students and **parents families** are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire-Training and Preparation for Emergencies

1. The district administration will ensure proper training and response preparation for emergencies on an annual basis. Administration is responsible for training employees and students on emergency procedures at each site.
2. Required safety drills will be coordinated and documented at each site by the school administrator.
3. The school district has prearranged sites for emergency sheltering and transportation as needed. The emergency sheltering locations are identified in the school's emergency response crisis management classroom guide.

~~— Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)~~

~~**[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]**~~

- ~~2. — Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.~~
- ~~3. — Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.~~
- ~~4. — Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.~~

- ~~5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.~~

~~**[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]**~~

- ~~6. A record of fire drills conducted at the building will be maintained in the building administrator's office.~~

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]**~~

- ~~7. The school district will have prearranged sites for emergency sheltering and transportation as needed.~~

- ~~8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.~~

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]**~~

#### C. Facility Diagrams and Site Plans

All school ~~buildings~~ sites will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the ~~building~~ site, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a ~~building~~ site. Facility diagrams and site plans will be maintained by the ~~building~~ site administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

~~**[Note: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]**~~

~~**[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minn. Stat. § 13.37,**~~

~~**school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.**~~

D. Emergency Telephone Numbers

Each **building site** will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single **building site** school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific **building site** in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a **building site** designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]**~~

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school **buildings sites**. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The **building site** administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's **building site**-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The Superintendent **or designee** will make decisions about closing school or **buildings sites** as early in the day as possible. The early school closure

procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school ~~building site~~ web sites), and will discuss the factors to be considered in closing and reopening a school or ~~building site~~.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]**~~

G. Media Procedures

The Superintendent ~~or designee~~ has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The Superintendent ~~or designee~~ will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]**~~

H. Behavioral Health Crisis Intervention Procedures District and School Crisis Recovery Teams

~~Short-term behavioral health crisis intervention~~ The District and/or School Crisis Recovery Team procedures will set forth the procedure for initiating ~~behavioral health crisis intervention crisis recovery~~ plans. The procedures will utilize available resources including the ~~school psychologist social workers, counselor, community behavioral health crisis intervention crisis recovery teams, or others in the community.~~ ~~Counseling~~ The District and/or School Crisis Recovery Team procedures will be used whenever the Superintendent or the ~~building site~~ administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or ~~death by~~ suicide. ~~The behavioral health crisis intervention procedures shall include the following steps:~~

- ~~1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.~~
- ~~2. Designate specific rooms as private counseling areas.~~
- ~~3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.~~
- ~~4. Prohibit media from interviewing or questioning students or staff.~~

~~5. Provide follow-up services to students and staff who receive counseling.~~

~~6. Resume normal school routines as soon as possible.~~

~~I. Long-Term Recovery Intervention Procedures~~

~~Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:~~

~~1. Physical/structural recovery.~~

~~2. Fiscal recovery.~~

~~3. Academic recovery.~~

~~4. Social/emotional recovery.~~

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]**~~

~~**IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY**~~

~~Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.~~

~~A. Fire~~

~~B. Hazardous Materials~~

~~C. Severe Weather: Tornado/Severe Thunderstorm/Flooding~~

~~D. Medical Emergency~~

~~E. Fight/Disturbance~~

~~F. Assault~~

~~G. Intruder~~

~~H. Weapons~~

~~I. Shooting~~

~~J. Hostage~~

~~K. Bomb Threat~~

~~L. Chemical or Biological Threat~~

~~M. Checklist for Telephone Threats~~

~~N. Demonstration~~

~~O. Suicide~~

~~P. Lock-down Procedures~~

~~Q. Shelter In-Place Procedures~~

~~R. Evacuation/Relocation~~

~~S. Media Procedures~~

~~T. Post-Crisis Procedures~~

~~U. School Emergency Response Team~~

~~V. Emergency Phone Numbers~~

~~W. Highly Contagious Serious Illness or Pandemic Flu~~

## V. MISCELLANEOUS PROCEDURES

### A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

~~**[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]**~~

### B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school ~~buildings sites~~. ~~See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).~~

The school district shall implement procedures to minimize outside entry into school ~~buildings sites~~ except at designated check-in points and assure that all doors are locked prior to and after regular ~~building site~~ hours.

### C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

~~**[Note: The Every Student Succeeds Act, 20 U.S.C. § 6301, et seq.;**~~

~~Title IX, 20 U.S.C. § 1681, et seq., and the Unsafe School Choice Option, 20 U.S.C. § 7912, require school districts to establish such transfer procedures.}~~

~~D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]~~

~~School districts within a 10-mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.~~

~~Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.~~

**Legal References:** Minn. Stat. Ch. 12 (Emergency Management)  
 Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)  
 Minn. Stat. § 121A.035 (Crisis Management Policy)  
 Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)  
 Minn. Stat. § 299F.30 (Fire Drill in School)  
 Minn. Stat. § 326B.02, Subd. 6 (Powers)  
 Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)  
 Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)  
 Minn. Rules Ch. 7511 (Fire Safety)  
 20 U.S.C. § 1681, et seq. (Title IX)  
 20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)  
 20 U.S.C. § 7912 (Unsafe School Choice Option)  
 42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

**Cross References:** MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)  
~~MSBA/MASA Model~~ ISD 709 Policy 413 (Prohibiting Harassment and Violence)  
 MSBA/MASA Model Policy 501 (School Weapons Policy)  
 MSBA/MASA Model Policy 506 (Student Discipline)  
~~MSBA/MASA Model~~ ISD 709 Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)  
 MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)  
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>  
 ISD 709 Emergency Response Crisis Management Manual  
 ISD 709 Emergency Response Crisis Management School Guide

**Second Reading: 2/26/2019**  
**Replacing: Policy 5123**

~~Adopted:~~

~~Revised:~~

## **535 COUNSELING ~~AND~~ REGARDING PRE-CAREER AND TECHNICAL PROGRAMS**

### **I. PURPOSE**

- A. Counseling Materials: The purpose of this policy is to identify a procedure, tools and staff responsible to regularly evaluate whether District, counselor, or teacher-developed promotional materials create or perpetuate stereotypes or limitations based on race, color, national origin, sex or disability.
- B. Disproportionate Enrollment: The District shall evaluate whether the disproportionate enrollment is the result of discrimination, address instances of disproportionate enrollment and take steps to encourage nontraditional participation and equity with respect to race, sex and disability.

### **II. DEFINITIONS**

- A. "Counseling Materials" are materials used for the purpose of promoting career and technical programs.
- B. "Disproportionate Enrollment" is the ratio between the percentage of persons in a particular race, sex, or disability demographic compared to the percentage of the race, sex, or disability demographic of all students enrolled.

### **III. COUNSELING MATERIALS**

#### Establishing Bias-Free Materials

- A. District staff shall ensure that counseling and counseling materials are free from bias and stereotypes on the basis of race, color, sex, gender identity, religion, national origin, sexual orientation, disability, homelessness, or English Learner status. District staff will encourage students to consider programs of study, courses, extracurricular activities, and occupational opportunities on the basis of individual interests, abilities, and skills rather than race, color, sex, gender identity, religion, national origin, disability, homelessness, or English Learner status. **The Superintendent or designee** shall yearly examine counseling and testing materials for bias and address any bias found therein.
- B. **The Superintendent or designee** will ensure compliance with our counseling practices via interviews with staff, a review of counseling materials, and discussions with students and parents/guardians on a yearly basis.
- C. If a particular class is disproportionately male or female, the District must make sure this situation did not result because of a sex-biased counseling, a hostile environment, or the use of discriminatory counseling and/or testing methods.

### **III IV. DISPROPORTIONATE ENROLLMENT**

- A. After classes are set and students have registered, **the Superintendent or designee** will review enrollment numbers, determine if there is disproportionate enrollment, and consider what can be changed to increase enrollment in classes. When disproportionate enrollment occurs, the District must assess counseling materials and activities and make appropriate revisions, address any instances of discrimination or bias, or identify a legitimate, nondiscriminatory rationale.
- B. The District needs to demonstrate valid and nondiscriminatory reasons for disproportionate enrollment and ensure that all students are provided nondiscriminatory counseling services. If a disparity is identified, the school district must take action to ensure that the disproportionate enrollment is not the result of discrimination. Such actions may include staff training, reviewing master schedule conflicts, assignments of students to courses, recruitment efforts, and counseling information provided to students.

#### Examples of what can be done;

1. Analyze course enrollment data to identify disproportionate enrollment of minority, female and students with disabilities
2. Identify discriminatory practices in existing programs, policies and procedures.
3. Review guidance materials for stereotypes.
4. Improve the process to ensure all students and parents are informed of all course and program offerings.
5. Make sure course catalogs and brochures are periodically reviewed for bias.
6. Is the process for developing student schedules reviewed to ensure that counselors and advisors are not discouraging any student from enrolling in a particular program or course based on factors not related to program criteria?
7. Consider taking specific steps to encourage students to enroll in courses that are non-traditional.
8. Consider approaches to reduce disproportionate enrollment in future years. Examples: bring in speakers to discuss non-traditional careers with students, holding open-houses, displaying student work, offering college credit for courses, conducting survey of parent/student interest, after-school clubs, renaming courses or rewriting course descriptions.
9. Support training of staff members or administration on non-traditional enrollment, particularly on strategies to engage female students in STEM courses.

### **Second Reading: 2/26/2019**

**~~1083~~ WEAPONS-FREE ZONE**

~~The Board believes Duluth Public School buildings, grounds, and vehicles must be safe for students, staff, and the community. Zero tolerance for firearms applies to adults as well as to students.~~

~~Whether or not a person has a valid permit to carry a firearm, no person shall carry or possess a firearm in any building or on grounds owned or leased by the School Districts, on the site of a District sponsored event or on a school bus transporting Duluth Public School students. This prohibition shall not apply to peace officers while acting in their official capacity. This prohibition shall also not apply to security guards, employed or hired by the School District, or security guards subcontracted by School District vendors provided that the carrying of a weapon is necessary to performance of duties and is authorized in writing by the Board of Education or the Superintendent.~~

~~Adopted: 03-18-2003 ISD 709~~

**Deletion: 2/26/2019 First Reading**  
**Replaced by: Policy 501**

*Adopted:*

*MSBA/MASA Model Policy 501*

*Orig. 1995*

*Revised:*

*Rev. 2014*

## **501 SCHOOL WEAPONS POLICY**

~~*[Note: School districts are required by statute to have a policy addressing these issues. ATTENTION: This policy incorporates certain provisions of the Minnesota Citizens' Personal Protection Act (often referred to as the "conceal and carry" law).]*~~

### **I. PURPOSE**

The purpose of this policy is to assure a safe school environment for students, staff and the public.

### **II. GENERAL STATEMENT OF POLICY**

No student or non-student, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

### **III. DEFINITIONS**

#### **A. "Weapon"**

1. 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; all knives; blades; clubs; metal knuckles; nun chucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. 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.
3. 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 and use of a weapon.

- B. "School Location"** includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of 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, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

- C. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.

#### **IV. EXCEPTIONS**

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal's office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal's office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon's location.
- B. It shall not be a violation of this policy if a non-student (or student where specified) falls within one of the following categories:
1. Active licensed peace officers;
  2. Military personnel, or students or non-students participating in military training, who are on duty performing official duties;
  3. Persons authorized to carry a pistol under Minn. Stat. § 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
  4. Persons who keep or store in a motor vehicle pistols in accordance with Minn. Stat. §§ 624.714 or 624.715 or other firearms in accordance with § 97B.045;
    - a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."
    - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with §§ 624.714 and 624.715.
  5. Firearm safety or marksmanship courses or activities for students or non-students conducted on school property;
  6. Possession of dangerous weapons, BB guns, or replica firearms by a

ceremonial color guard;

7. A gun or knife show held on school property;
8. Possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
9. Persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

~~**[Note: Nothing prevents a school district from being more stringent in its weapons policy with respect to students and school district employees than the criminal law, except that the school district may not prohibit the lawful carry or possession of firearms in a parking facility or parking area. Although some school districts may choose to incorporate all of the exceptions to the criminal law, other school districts may choose either not to incorporate some or all of the exceptions or to further limit them. For example, a school district may choose to require written permission from the superintendent, not just a principal, for someone to possess a dangerous weapon in a school location. This would impose a more stringent requirement than exception (7) to Section 609.66, Subdivision 1d. However, a school district may not regulate firearms, ammunition, or their respective components, when possessed or carried by non-students or nonemployees, in a manner that is inconsistent with Section 609.66, Subdivision 1d.]**~~

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or non-students, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or non-students. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

1. A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to non-student permit-holders authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

2. An employee who is a permit-holder authorized under Minn. Stat. § 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle must receive written permission from the Superintendent/designee; furthermore, the firearm must have a trigger lock and be stored in a locked container or locked compartment of the vehicle.

## **V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/ DISTRIBUTION**

- A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students possessing, using, or distributing weapons shall include:
  1. Immediate out-of-school suspension;
  2. Confiscation of the weapon;
  3. Immediate notification of police;
  4. Parent or guardian notification; and
  5. Recommendation to the Superintendent of dismissal for a period of time not to exceed one year.
- B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.
- C. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the Superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

## **VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENTS**

- A. Employees
  1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
  2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

~~**[Note: An employer may establish policies that restrict the carry or possession of firearms by its employees while acting in the course and scope of employment. Employment related sanctions may be invoked for a violation. Thus, for example, reasonable limitations may be imposed on the method of storing firearms by permit holding employees while at work or performing employment related duties. Reasonable limitations may include requiring firearms to have trigger locks and to be stored in a locked container or locked compartment of the vehicle.]**~~

**B. Other Non-Students**

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

**Legal References:** Minn. Stat. § 97B.045 (Transportation of Firearms)  
 Minn. Stat. § 121A.05 (Referral to Police)  
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
 Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)  
 Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)  
 Minn. Stat. § 609.605 (Trespass)  
 Minn. Stat. § 609.66 (Dangerous Weapons)  
 Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)  
 Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)  
 18 U.S.C. § 921 (Definition of Firearm)  
*In re C.R.M.* 611 N.W.2d 802 (Minn. 2000)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 MSBA/MASA Model Policy 506 (Student Discipline)  
 MSBA/MASA Model Policy 525 (Violence Prevention)

**First Reading: 2/26/2019**  
**Replacing: Policy 1083**

## ~~5085 SCHOOL DISCIPLINE POLICY~~

~~The School Board believes that a self-disciplined citizenry is essential for the maintenance of a free society.~~

~~The rights of individual students shall be protected and each student shall be expected to respect the person and rights of all other students, teachers, and other school personnel.~~

~~Under no circumstances will vandalism, violence, destructive acts, intimidation, extortion, harassment, malicious disturbances, use of controlled substances, or any other violations of the law be tolerated, condoned, or excused. Immediate steps will be taken to discipline any student involved in such behavior.~~

~~Because of its major importance, the complete text of the School District's School Discipline Policy for Elementary and Secondary Schools follows the above policy statement and should be considered as included as School Board Regulation 5085R.~~

~~References: MSA 121A.47—121A.55~~

~~Adopted: 06-10-1975 ISD 709~~

~~Revised: 06-14-1983~~

~~08-17-1993~~

~~01-18-1994~~

~~06-20-1995~~

~~07-16-1996~~

~~07-15-1997~~

~~07-21-1998~~

~~07-20-1999~~

~~07-18-2000~~

~~07-17-2001~~

~~06-17-2003~~

~~07-20-2004~~

~~07-19-2005~~

~~07-18-2006~~

~~07-17-2007~~

~~07-15-2014 ISD 709~~

**Deletion: 2/26/2019 First Reading**

**Replaced by: Policy 506**

*Adopted:*

*MSBA/MASA Model Policy 506*

*Orig. 1995*

*Revised:*

*Rev. 2017*

## **506 STUDENT DISCIPLINE**

***[Note: School districts are required by statute to have a policy addressing these issues.]***

### **I. PURPOSE**

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

### **II. GENERAL STATEMENT OF POLICY**

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

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

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

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

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

### III. AREAS OF RESPONSIBILITY

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

- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the ~~Code of Student Conduct-Family and Student Handbook~~. and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

#### **IV. STUDENT RIGHTS**

~~All students have the right to an education and the right to learn.~~

#### **V. STUDENT RESPONSIBILITIES**

~~All students have the responsibility:~~

- A. ~~For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;~~
- B. ~~To attend school daily, except when excused, and to be on time to all classes and other school functions;~~
- C. ~~To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;~~
- D. ~~To make necessary arrangements for making up work when absent from school;~~
- E. ~~To assist the school staff in maintaining a safe school for all students;~~
- F. ~~To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;~~
- G. ~~To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;~~
- H. ~~To be aware of and comply with federal, state, and local laws;~~
- I. ~~To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;~~
- J. ~~To respect and maintain the school's property and the property of others;~~
- K. ~~To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;~~
- L. ~~To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;~~
- M. ~~To conduct themselves in an appropriate physical or verbal manner; and~~

N. To recognize and respect the rights of others.

## **VI. CODE OF STUDENT CONDUCT**

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

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
2. The use of profanity or obscene language, or the possession of obscene materials;
3. Gambling, including, but not limited to, playing a game of chance for stakes;
4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco Free Environment Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the

- ~~influence of alcohol or other intoxicating substances or look-alike substances;~~
- ~~10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);~~
  - ~~11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;~~
  - ~~12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;~~
  - ~~13. Violation of the school district's Weapons Policy;~~
  - ~~14. Violation of the school district's Violence Prevention Policy;~~
  - ~~15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;~~
  - ~~16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;~~
  - ~~17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;~~
  - ~~18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;~~
  - ~~19. Violation of any local, state, or federal law as appropriate;~~
  - ~~20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;~~
  - ~~21. Violation of the school district's Internet Acceptable Use and Safety Policy;~~
  - ~~22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and phones, including picture phones;~~

- ~~23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;~~
- ~~24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;~~
- ~~25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;~~
- ~~26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;~~
- ~~27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;~~
- ~~28. Possession or distribution of slanderous, libelous, or pornographic materials;~~
- ~~29. Violation of the school district's Bullying Prohibition Policy;~~
- ~~30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;~~
- ~~31. Criminal activity;~~
- ~~32. Falsification of any records, documents, notes, or signatures;~~
- ~~33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;~~
- ~~34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;~~
- ~~35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;~~
- ~~36. Violation of the school district's Harassment and Violence Policy;~~
- ~~37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers;~~

- students, other school district personnel, or other persons;
38. ~~Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;~~
  39. ~~Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;~~
  40. ~~Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;~~
  41. ~~Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;~~
  42. ~~Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;~~
  43. ~~Violation of the school district's Distribution of Nonschool Sponsored Materials on School Premises by Students and Employees Policy;~~
  44. ~~Violation of the school district's one to one device rules and regulations;~~
  45. ~~Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;~~
  46. ~~Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.~~

## **VII. DISCIPLINARY ACTION OPTIONS**

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

- A. ~~Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;~~
- B. ~~Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.~~
- C. ~~Parent contact;~~
- D. ~~Parent conference;~~
- E. ~~Removal from class;~~
- F. ~~In-school suspension;~~
- G. ~~Suspension from extracurricular activities;~~
- H. ~~Detention or restriction of privileges;~~
- I. ~~Loss of school privileges;~~
- J. ~~In-school monitoring or revised class schedule;~~
- K. ~~Referral to in-school support services;~~
- L. ~~Referral to community resources or outside agency services;~~
- M. ~~Financial restitution;~~
- N. ~~Referral to police, other law enforcement agencies, or other appropriate authorities;~~
- O. ~~A request for a petition to be filed in district court for juvenile delinquency adjudication;~~
- P. ~~Out-of-school suspension under the Pupil Fair Dismissal Act;~~
- Q. ~~Preparation of an admission or readmission plan;~~
- R. ~~Saturday school;~~
- S. ~~Expulsion under the Pupil Fair Dismissal Act;~~
- T. ~~Exclusion under the Pupil Fair Dismissal Act; and/or~~
- U. ~~Other disciplinary action as deemed appropriate by the school district.~~

### **VIII. REMOVAL OF STUDENTS FROM CLASS**

- ~~A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.~~

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

- ~~1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;~~
- ~~2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;~~
- ~~3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or~~
- ~~4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.~~

~~Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.~~

~~A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.~~

- ~~B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.~~

~~**[Note: The following Sections C. – K. must be developed and inserted by each school district based upon individual district practices, procedures, and preferences.]**~~

**~~C: Procedures for Removal of a Student From a Class:~~**

- ~~1. Specify procedures to be followed by a teacher, administrator or other school district employee to remove a student from a class;~~
- ~~2. Specify required approvals necessary;~~
- ~~3. Specify paperwork and reporting procedures.~~

**~~D: Responsibility for and Custody of a Student Removed From Class:~~**

- ~~1. Designation of where student is to go when removed;~~
- ~~2. Designation of how student is to get to designated destination;~~
- ~~3. Whether student must be accompanied;~~
- ~~4. Statement of what student is to do when and while removed;~~
- ~~5. Designation of who has control over and responsibility for student after removal from class.~~

**~~E: Procedures for Return of a Student to a Class From Which the Student Was Removed:~~**

- ~~1. Specification of procedures;~~
- ~~2. Actions or approvals required such as notes, conferences, readmission plans.~~

**~~F: Procedures for Notification:~~**

- ~~1. Specify procedures for notifying students and parents/guardians of violations of the rules of conduct and resulting disciplinary action;~~
- ~~2. Actions or approvals required, such as notes, conferences, readmission plans.~~

**~~G: Disabled Students; Special Provisions:~~**

- ~~1. Procedures for consideration of whether there is a need for further assessment;~~
- ~~2. Procedures for consideration of whether there is a need for a review of the adequacy of the current Individualized Education Program (IEP) of a disabled student who is removed from class or disciplined; and~~
- ~~3. Any procedures determined appropriate for referring students in need of special education services to those services.~~

**~~H: Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises:~~**

- ~~1. Establishment of a chemical abuse preassessment team pursuant to Minn. Stat. § 121A.26;~~
- ~~2. Establishment of a school and community advisory team to address chemical abuse problems in the district pursuant to Minn. Stat. § 121A.27; and~~
- ~~3. Establishment of teacher reporting procedures to the chemical abuse preassessment team pursuant to Minn. Stat. § 121A.29.~~

**~~I. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct.~~**

~~c~~

**~~J. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior.~~**

**~~K. Any Procedures Determined Appropriate for Encouraging Early Detection of Behavioral Problems.~~**

#### **IV. DISCIPLINARY ACTION OPTIONS**

##### **A. GENERAL STATEMENT OF PROCEDURE**

1. All responses to inappropriate student behavior shall include elements of teaching or re-teaching appropriate school behavior; or provide opportunities to repair harm to relationships affected by the student behavior.
2. Students will remain in their instructional setting unless the disruption to the educational environment can only be remedied by a referral/removal out of the classroom, or the referral/removal out of the classroom is required by law. These alternatives to removal may include but are not limited to:
  - a. reminders of school or classroom rules and behavior expectations
  - b. redirection of behaviors
  - c. modification of instruction
  - d. teaching and practicing replacement skills
  - e. re-teaching expectations and skills
  - f. student-teacher conferences

- g. self-charting of behaviors
  - h. role play
  - i. small group instruction or lessons on anger management, conflict resolution, bus safety, etc.
  - j. parent/guardian notification
  - k. referral to student support staff
  - l. consultation with school subject matter experts, and
  - m. creation of a behavior plan.
3. School personnel dealing with violations of the Family and Student Handbook by students with disabilities will – consistent with due process requirements:
- a. Assure that no discipline will be applied to a student with a disability greater than would be applied to a student who is not disabled.
  - b. To the maximum extent possible, hold the student to the same standards of conduct as other students, unless the IEP provides for an accommodation consistent with the student's setting.
  - c. Seek to provide supports to the student and the student's classroom teacher so that the student can function effectively in that setting, and where that is not possible, explore whether a change in setting is appropriate.
  - d. Take effective measures to provide support to the classroom teacher to maintain appropriate classroom management, and where necessary take measures to adjust the setting.
  - e. Provide a prompt and meaningful avenue for the classroom teacher to address classroom management concerns and seek additional support.
4. Opportunities for students to repair relationships affected or harmed by their behavior shall be provided. Restorative Practices may include, but are not limited to:
- a. conversations
  - b. restorative circles
  - c. school-based service

- d. peer mediation
  - e. reflection process
  - f. neutral party mediations
  - g. family group conferences
  - h. restitution for property incidents
5. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation. If the student is eighteen years of age or older and it not under a guardianship, the confiscated item will be returned to the student.
  6. Rules governing student conduct and responses for infractions of such rules are established as indicated in the Family and Student Handbook.

## **V. REMOVAL OF STUDENTS FROM CLASS**

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of managing disruptive student behavior by explicitly teaching behavioral expectations; maximizing academic engagement and success; and by responding to disruptive behavior through means such as conferring with the student, implementing proactive behavioral supports, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class according to school procedures.

"Removal from class" and "removal" mean any actions taken by a teacher, principal, or other School District employee to prohibit a student from attending a class or activity period for a period of time not to exceed (5) days, pursuant to this discipline policy.

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

1. Willful conduct that materially and substantially disrupts the rights of others to an education including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers others, including School District employees, the student or other students, or the property of the school;

or

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy;

4. Other disruptive conduct, which in the discretion of the teacher or administration requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. When an incident occurs that necessitates removal from class the teacher will contact the administrator/administrative designee. Upon removal, the administrator/administrative designee will meet with the student. The administrator/administrative designee may refer the student to a school program to support the students needs. If the student has an IEP, the administrator/administrative designee will notify the IEP Manager.
- C. Students who are removed from class will be in the custody of the administrator/administrative designee.
- D. The administrator/administrative designee will work with the student and teacher to determine when the student transitions back to class.
- E. The Multi-Tiered System of Support Team is the District's support process designed to maximize student achievement through the alignment of various supports that exist within Duluth Public Schools. The MTSS team in each building makes referrals for special education and serves as the chemical abuse pre assessment team.
- F. When students are dismissed or removed from class, the IEP manager will be notified. The IEP manager and relevant team members will consider the adequacy of the IEP, the need for additional assessment when there is a pattern of removals or significant behavior issues and/or the need for additional support and training for the student's teachers.

### III. DISMISSAL

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

A dismissal for one school day or less is a day or a partial day of suspension if the child with a disability does not receive regular or special education instruction during the dismissal period. The notice requirements under section 121A.46 do not apply to a dismissal of one day or less, unless the day counts as a day of suspension for a special education student.

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

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

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy;
  2. Willful conduct that significantly disrupts the rights of others to an education or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
  3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.
- C. If a student's total days of dismissal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the need for a referral to Multi Tiered System of Support (MTSS) Team, the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
- D. Suspension Procedures
1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the Superintendent or designee with a reason for the longer term of suspension. This

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

- ~~x If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parents or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.~~
- 2. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the School District is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) school days.
- 3. When a student with a disability has been suspended more than five (5) consecutive days or 10 cumulative school days in the same school year and that suspension does not involve a recommendation for expulsion or exclusion or other change of placement under federal law, relevant members of the child's IEP team, including at least one (1) of the child's teachers shall meet immediately but not more than ten (10) school days after the sixth consecutive day of suspension or the tenth cumulative day of suspension elapsed. The team shall determine the extent to which the student needs services in order to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the student's individualized education program.
- 4. The school administration shall implement alternative educational

services when the suspension exceeds five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.

5. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate informal administrative conference is required for each period of suspension.
6. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
  - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
  - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
  - c. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
7. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 through 121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.
8. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
9. In the event a student is suspended without an informal administrative conference on the grounds that the student will create

an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

10. Notwithstanding the foregoing provisions, the student may be suspended pending the School Board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

#### E. Expulsion and Exclusion Procedures

1. "Expulsion" means School Board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled. The authority to expel rests with the School Board.
2. "Exclusion" means an action taken by the School Board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the School Board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 -121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the School District's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40 through 121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The School District shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE)
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the School District, student, parent or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent or guardian and shall be closed, unless the student, parent or guardian requests an open hearing.
8. The School District shall record the hearing proceedings at District expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The School District shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The School Board may appoint an attorney to represent the School District in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to the student's records and allowing the representative to obtain copies thereof.
11. All expulsion or exclusion hearings shall take place before and be conducted by a quorum of the School Board or an independent hearing officer. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the individual or body conducting the hearing shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all School District records pertaining to the student, including records upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any School District employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the School District.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The individual or body conducting the hearing shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing. The findings and recommendation must be made to the School Board. The findings and recommendation shall be

served upon the parties within two (2) days after the close of the hearing.

17. The School Board shall base its decision upon the findings and recommendation of the individual or body conducting the hearing and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The School Board may provide the parties with the opportunity to present exceptions and comments to the findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the School Board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of MDE of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the School Board may appeal the decision to the Commissioner of MDE within 21 calendar days of School Board action pursuant to Minn. Stat. §121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The School District shall report any expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The School District must report, through the MDE electronic reporting system each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must include the student's age, grade, gender, race, and special education status. The dismissal report must also include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the School District.

## **VI. READMISSION AFTER DISMISSAL**

- A. Prior to the return of a student assigned an out of school dismissal from instruction to the student's regular class attendance, the principal shall require the student's attendance at an informal administrative conference prior to the return to classes. Such conferences shall be noticed to the parent/guardian of the student, who are encouraged to attend the conference.
- B. The principal shall prepare a readmission plan at the time of each out of school removal from instruction. The proposed plan may include:

1. procedures for the student's return to school and classes;
  2. provision for an alternative program, which may include, but is not limited to:
    - a. makeup school work;
    - b. assigned homework;
    - c. changes in assigned courses or classroom;
    - d. changes in student's schedules;
    - e. provision of tutorial service;
    - f. provision of student support services;
    - g. provision of information concerning mental health or other community supports;
    - h. monitoring and prohibition of personal items;
    - i. reassignment to a different educational setting.
- C. The proposed readmission plan may be amended upon agreement between the principal, the student, and the parent/guardian.
- D. The term of the out of school removal from instruction shall be served by the student regardless of the timing of the readmission conference.
- E. If a reassignment to a different educational setting is proposed, the principal shall follow district procedures for reassignment, and the due process rights of the student shall be observed.
- F. The informal administrative readmission conference may be held by telephone or at an off-campus site if necessary to meet the needs of the student.

## **XI. NOTIFICATION OF POLICY VIOLATIONS**

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

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution.

The report must also include the student's age, grade, gender, race, and special education status.

## **XII. STUDENT DISCIPLINE RECORDS**

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

## **XIII. ~~DISABLED STUDENTS~~ STUDENTS WITH A DISABILITY**

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

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

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

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

~~When a student with a disability is dismissed for more than ten (10) days in a school year, is being considered for a 45-day unilateral placement, or before initiating any expulsion or exclusion, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination to review all relevant information in order to determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the behavior is not a manifestation of the student's disability, the School District will proceed with discipline – up to and including expulsion – as if the~~

student did not have a disability, unless the student's educational program provides otherwise. Such a meeting must be held within ten (10) school days of the school district's decision to remove the student from his or her current educational placement and must be held before commencing an expulsion or exclusion of the student.

If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

IDEA has three categories of exceptions where, regardless of whether the behavior is a manifestation of the student's disability; a district may remove the student to an alternative setting for not more than forty-five school days.

The exceptions apply if the student:

1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the District;
2. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the District; or
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the District.

When a student who has an IEP or a 504 plan is excluded or expelled, the School District shall continue to provide special education and related services during the period of exclusion or expulsion.

#### **XIV. OPEN ENROLLED STUDENTS**

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

#### **XV. DISTRIBUTION OF POLICY**

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

## **XVI. REVIEW OF POLICY**

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

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
 Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)  
 Minn. Stat. § 120B.232 (Character Development Education)  
 Minn. Stat. § 121A.26 (School Pre Assessment Teams)  
 Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)  
 Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
 Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)  
 Minn. Stat. § 121A.582 (Reasonable Force)  
 Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)  
 Minn. Stat. § 122A.42 (General Control of Schools)  
 Minn. Stat. § 123A.05 (Area Learning Center Organization)  
 Minn. Stat. § 124D.03 (Enrollment Options Program)  
 Minn. Stat. § 124D.08 (Enrollment in Nonresident District)  
 Minn. Stat. Ch.125A (Students With Disabilities)  
 Minn. Stat. § 152.22 (Medical Cannabis; Definitions)  
 Minn. Stat. § 152.23 (Medical Cannabis; Limitations)  
 Minn. Stat. Ch. 260A (Truancy)  
 Minn. Stat. Ch. 260C (Juvenile Court Act)  
 20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)  
 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
 34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

**Cross References:** MSBA/MASA Model Policy 413 (Harassment and Violence)  
 MSBA/MASA Model Policy 501 (School Weapons)  
 MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)  
 MSBA/MASA Model Policy 503 (Student Attendance)  
 MSBA/MASA Model Policy 505 (Distribution of Non School-Sponsored Materials on School Premises by Students and Employees)  
 MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
 MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)  
 MSBA/MASA Model Policy 525 (Violence Prevention)  
 MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)  
MSBA/MASA Model Policy 610 (Field Trips)  
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)  
MSBA/MASA Model Policy 711 (Video Recording on School Buses)  
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

**First Reading: 2/26/2019**  
**Replacing: Policy 5085**

**RESOLUTION**

**Acceptance of Grant Awards to Duluth Public Schools**

WHEREAS, Minnesota Statute 465.03 requires a school district to accept grants by resolution expressed in the terms prescribed by the donor in full; and,

WHEREAS, acceptance of the grant in accordance with the donor's terms is in the best interest of the Duluth Public Schools:

NOW, THEREFORE, BE IT RESOLVED that the Duluth Public Schools does accept the below-described grant from said organization in accordance with the terms set forth herein.

BE IT FURTHER RESOLVED that the Duluth Public Schools wishes to extend its grateful appreciation to this organization.

Organization	Author/Contact	Project Title	Award Amount	Terms
Education Minnesota Foundation for Excellence in Teaching and Learning	Rebecca Gamache	Magnificent Magnets	\$2,458	Funds will be used to STEM materials (magnet board and accessories) for the Magnificent Magnets project at Lowell Preschool.

February 5, 2019

Rebecca Gamache  
4061 Haines Road  
Hermantown, MN 55811

File #: 2018-1820-CLRF  
Project title: Magnificent Magnets

Dear Rebecca,

Congratulations on being a Classroom-Focused Grant recipient of the Education Minnesota Foundation for Excellence in Teaching and Learning for the amount of **\$2,458.00!** While the grant monitoring and reporting process is simple, the Education Minnesota Foundation has some general requirements for using foundation funds to implement your project.

This letter includes a letter of agreement on the following page. Please review, sign and return one of the two copies to us in the postage-paid envelope by **March 15, 2019**. By signing and returning this letter, you are consenting to the terms of agreement. Your check will be issued after we have received your signed letter (by the due date above). The forms needed to complete the grant reporting process will be emailed to you once we receive your signed letter. All questions should be directed to Dayonna Knutson, Foundation Director, at 651-292-4834 or [dayonna.knutson@edmn.org](mailto:dayonna.knutson@edmn.org).

Thank you for your participation in the grant application process. We are very proud of the Education Minnesota Foundation for Excellence in Teaching and Learning, and especially proud of your achievements and those of this year's other grant recipients.

Yours truly,



Tucker Quetone, president  
*Board of Trustees*  
*Education Minnesota Foundation for Excellence in Teaching and Learning*

41 Sherburne Ave., St. Paul, MN 55103  
651-227-9541 800-652-9073 Fax 651-292-4801  
[www.educationminnesota.org](http://www.educationminnesota.org)  
[www.edmnfoundation.org](http://www.edmnfoundation.org)

*Education Minnesota is an affiliate of the American Federation of Teachers,  
the National Education Association and AFL-CIO.*

Tucker Quetone  
*Foundation President*  
Paul Mueller <sup>69</sup>  
*Foundation Vice President*  
Rodney Rowe  
*Foundation Secretary-Treasurer*  
Dayonna Knutson  
*Foundation Director*



**THE VOICE FOR PROFESSIONAL  
EDUCATORS AND STUDENTS**



# FIELD TRIP REQUEST FORM

Date of Submission:

Type of Trip:  Instructional     Supplementary     Extended

1. Organization/Grade/Course Planning Trip: Lowell 4<sup>th</sup> Grade WolfRidge
2. Contact Person (Responsible for Checklist Completion): Troy Erie
3. Field Trip Date(s): April 24-26 Destination: WolfRidge Environmental Learning Center
4. Field Trip Overview (Include events, establishments and locations):  
3 days of environmental education and fun!
5. Field Trip Departure from School (Date and Time): Lowell 9:30 am 4/24/19  
Field Trip Return to School (Date and Time): 3:00 pm 4/26/19
6. Objectives of Field Trip: Meet standards for 4<sup>th</sup> grade in Science
7. Relationship to Curriculum or Student Learning: Rocks & Minerals, Water systems, Earth systems & conservation
8. Planned Follow-up Field Trip Activities: Classroom Pre & Post teaching of hands on experiences
9. Field Trip Budget Request

Estimated Expenses		
Total Admission/Fees		\$
Total Meals	> Combined Cost \$ \$141 x 50	\$ 7.050
Total Lodging		\$
Total Transportation		\$
<input checked="" type="checkbox"/> School District Vehicle(s)		TBD
<input type="checkbox"/> Commercial Transportation Carrier ~ Name: _____		
<input type="checkbox"/> Private Vehicle (requires certificate of insurance) ~ Name: _____		
Total Additional Stipends:		\$
Other:		\$
<b>Total</b>		<b>\$</b>

Revenues		
District Budget	Code:	\$
Booster Group		\$
Donations		\$
Student Fees		\$ 7,050
Total Additional Stipends:		\$
<b>Total</b>		<b>\$</b>

11. Reviewed/Completed Request Checklist:     Yes     No

**RETURN COMPLETED REQUEST TO BUILDING PRINCIPAL**

## FIELD TRIP REQUEST CHECKLIST - All Field Trips

DIRECTIONS: Please complete checklist. No attachments are necessary.

- Develop and Communicate Student Discipline Expectations
- Forward Field Trip Explanation and Fee Structure Letter Sent to Parents/Guardians
- Collect Parent/Guardian Permission for Student Participation in Field Trip (Include request for special information - i.e. allergies, medications, special needs.)
- Gain Access to Cell Phone for Field Trip
- Plan Arrangements for Early Pick-Up or Late Drop-Off Students (if necessary).  
**Guide:** May choose to leave message on school voice mail to help with late drop off.
- Plan Meal Arrangements (if necessary)  
**Reminder:** Notify food service of non-participation.
- Plan Administration of Student Medication and First Aid Needs (if necessary)  
**Guide:** Contact School Nurse.
- Develop and Communicate Action Plan if Student Gets Lost on Trip
- Arrange Adult Chaperones for Field Trip (if necessary)  
**Guide:** One (1) adult for every twenty (20) students depending on field trip. Parent volunteers are encouraged when possible or appropriate.
- Develop and Communicate Teacher and Adult Chaperone Expectations  
**Example:** Supervision duties, no smoking, no alcohol
- Planned Itinerary

TIME	LOCATION
<i>See attached</i>	

- Maintain Student Roster and Check-in/Check-out Procedure
- Arrangement for Safety Needs (i.e. crossing guards)

Signature of Contact Person: *Ty C. Smith*

## FIELD TRIP REQUEST CHECKLIST – Extended Trip Only

DIRECTIONS: Please complete checklist and attach all appropriate materials.

- Develop and Complete Field Trip Itinerary and Emergency Telephone Contacts Letter to Parents/Guardians  
**Note:** Attach tentative planned itinerary.
- Arrange Funding of Expenses During Trip
- Arrange Meal Plans
- Arrange Lodging Plans and Room Assignments
- Collect Family Emergency Information for Students  
**Example:** Home phone numbers, emergency contacts, medical information
- Additional Information  
**Note:** Provide any additional information.

Signature of Contact Person: \_\_\_\_\_

# SAMPLE

## Wednesday April 26<sup>th</sup>, 2017

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<b>Dorm Duty Lunch:</b> Jeff S. Erin L.	<b>KP Lunch:</b> Red Group
<b>Dorm Duty Dinner:</b> Paul K., Crystal H.	<b>Dinner:</b> Green Group
<b>Snack Duty:</b> Marina U., Mark U.	<b>Recycling Duty:</b> Robyn A.
<b>Lounge Duty:</b> Brian L.	

Time	Red	Blue	Green
9:30	Depart	Depart	Depart
11:15	Arrive WR	Arrive WR	Arrive WR
11:30	Welcome	Welcome	Welcome
11:45	KP Eat Lunch		
12:15	Lunch	Lunch	Lunch
1:30-4:30	Skyview Adv. Ropes WDML	Geology SC4	Rock Climbing SC6
4:45			KP Eat Dinner
5:15	Dinner	Dinner	Dinner
5:30-6:15	Store	Store	
6:30-7:15	Evening Pres Sc1	Evening Pres Sc1	Evening Pres Sc1
7:30-9:00	Paper Making Ed 9	Paper Making Ed 4	Block Printing Ed11
9:00	Snack	Snack	Snack
9:45	Quiet	Quiet	Quiet
10:15	Sleep	Sleep	Sleep

## Thursday April 27st, 2017

<b>Dorm Duty Breakfast:</b> Matt F., Robyn A.	<b>KP Breakfast:</b> Blue
<b>Dorm Duty Lunch:</b> Jeremy B., Chelsa T.	<b>KP Lunch:</b> Green
<b>Dorm Duty Dinner:</b> Tim B., Justina P.	<b>KP Dinner:</b> Red
<b>Snack Duty:</b> Erin L., Paul K.	<b>Recycling Duty:</b> Jeff S.
<b>Lounge Duty:</b> Shelly A.,	

Time	Red	Blue	Green
6:45			
7:00		KP Eat Breakfast	
7:30	Breakfast	Breakfast	Breakfast
8:30-11:30	Geology SC4	Skyview Adv. Ropes WDML	Ojibwe Heritage ED 5
11:45			KP Eat Lunch
12:15	Lunch	Lunch	Lunch
1:30-4:30	Indoor Rock Climbing SC6	Ojibwe Heritage ED5	Geology SC 4
4:45	KP Eat Dinner		
5:15	Dinner	Dinner	Dinner
5:30-6:15			Store
6:30-7:15	Evening Program SC1	Evening Program SC1	Evening Program Sc1
7:30-9:00	Block Printing ED 9	Block Printing ED 11	Paper Making ED 4
9:00	Snack	Snack	Snack
9:30	Quiet	Quiet	Quiet
10:00	Sleep	Sleep	Sleep

## Friday April 28th, 2017

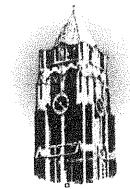
<b>Dorm Duty Breakfast:</b> Joe H., Justina	<b>KP Breakfast:</b> Red Group
<b>Dorm Duty Lunch:</b> Crystal H., Tim B.	<b>KP Lunch:</b> Blue Group
	<b>Recycling Duty:</b> Matt F.

Time	Red	Blue	Green
7:00	KP Eat Breakfast		
7:30	Breakfast	Breakfast	Breakfast
8:30- 11:30	Ojibwe Heritage Ed 5	Indoor Rock Climbing SC 6	Ridgetop Adv. Ropes WDML
11:45		KP Eat Lunch	
12:15	Lunch	Lunch	Lunch
12:40	Farewell	Farewell	Farewell
1:00	Load Trailer	Load Trailer	Load Trailer
1:15	Depart	Depart	Depart
3:00- 3:15	Arrive @ Lowell	Arrive @ Lowell	Arrive @ Lowell



**DENFELD SENIOR HIGH SCHOOL**

401 N. 44<sup>th</sup> Ave. W.  
Duluth, Minnesota 55807  
(218) 336-8830 Main Office



76

January 16, 2019

Gail Netland  
Ind. School District 709  
215 N. 1<sup>st</sup> Ave. E.  
Duluth, MN 55802

Dear Ms. Netland,

I would like to request a diploma for Britany Nicole Seehus. She is an early graduate from Denfeld High School graduating on January 17, 2019.

Thank you.

Sincerely,

Tonya M. Sconiers  
Principal

TMS:cra

January 28, 2019

Jeff Horton, Assistant Superintendent  
Independent School District 709  
215 N 1<sup>st</sup> Ave E  
Duluth MN 55802

Dear Mr. Horton:

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
<b>Ella Mary Costley</b>	<b>Duluth Public School</b>	<b>1/18/2019</b>

Please send diploma to Michelle Porter at the Area Learning Center, Room 126

Adrian Norman  
Principal

Michelle Porter  
Administrative Assistant  
Area Learning Center

January 28, 2019

Jeff Horton, Assistant Superintendent  
Independent School District 709  
215 N 1<sup>st</sup> Ave E  
Duluth MN 55802

Dear Mr. Horton:

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
<b>Catherine Rose Stingle</b>	<b>Duluth Public School</b>	<b>1/18/2019</b>

Please send diploma to Michelle Porter at the Area Learning Center, Room 126

Adrian Norman  
Principal

Michelle Porter  
Administrative Assistant  
Area Learning Center

February 4, 2019

Jeff Horton, Assistant Superintendent  
Independent School District 709  
215 N 1<sup>st</sup> Ave E  
Duluth MN 55802

Dear Mr. Horton:

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
<b>Elyssa Elaine Hopkins</b>	<b>Academic Excellence Online</b>	<b>1/18/2019</b>

Please send diploma to Michelle Porter at the Area Learning Center, Room 126

Adrian Norman  
Principal

Michelle Porter  
Administrative Assistant  
Area Learning Center

February 4, 2019

Jeff Horton, Assistant Superintendent  
Independent School District 709  
215 N 1<sup>st</sup> Ave E  
Duluth MN 55802

Dear Mr. Horton:

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Amy Grace Simonson	Academic Excellence Online	1/18/2019

Please send diploma to Michelle Porter at the Area Learning Center, Room 126

Adrian Norman  
Principal

Michelle Porter  
Administrative Assistant  
Area Learning Center

February 4, 2019

Jeff Horton, Assistant Superintendent  
 Independent School District 709  
 215 N 1<sup>st</sup> Ave E  
 Duluth MN 55802

Dear Mr. Horton:

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Anne Lauren Klein	Academic Excellence Online	1/18/2019

Please send diploma to Michelle Porter at the Area Learning Center, Room 126

Adrian Norman  
 Principal

Michelle Porter  
 Administrative Assistant  
 Area Learning Center

January 28, 2019

Jeff Horton, Assistant Superintendent  
Independent School District 709  
215 N 1<sup>st</sup> Ave E  
Duluth MN 55802

Dear Mr. Horton:

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
<b>Auzauria Kathrean Pennazoli</b>	<b>Duluth Public School</b>	<b>1/25/2019</b>

Please send diploma to Michelle Porter at the Area Learning Center, Room 126

Adrian Norman  
Principal

Michelle Porter  
Administrative Assistant  
Area Learning Center

February 6, 2019

Jeff Horton, Assistant Superintendent  
Independent School District 709  
215 N 1<sup>st</sup> Ave E  
Duluth MN 55802

Dear Mr. Horton:

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
<b>Bryce Peter Jones</b>	<b>Duluth Public Schools</b>	<b>2/7/2019</b>

Please send diploma to Michelle Porter at the Area Learning Center, Room 126

Adrian Norman  
Principal

Michelle Porter  
Administrative Assistant  
Area Learning Center



February 13, 2019

Jeff Horton, Assistant Superintendent  
 Independent School District 709  
 215 N 1<sup>st</sup> Ave E  
 Duluth MN 55802

Dear Mr. Horton:

This is to certify that the person listed below has completed all the requirements for High School graduation from the Duluth Public Schools and is eligible to receive their diploma from the school listed.

<u>NAME OF GRADUATE</u>	<u>SCHOOL ON DIPLOMA</u>	<u>GRADUATION DATE</u>
Caden Nathaniel Opland	Duluth Public Schools	2/14/2019

Please send diploma to Michelle Porter at the Area Learning Center, Room 126

Adrian Norman  
 Principal

Michelle Porter  
 Administrative Assistant  
 Area Learning Center