

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Thursday, June 15, 2023

UnitedHealth Group Building

4316 Rice Lake Road

Suite 108

Duluth, MN 55811

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Action Items - Consent Agenda

1) Presentation Items Requiring Approval

2) Resolutions

a. PSS Renaming Resolution 2

b. E-6-23-3965 2022-2023 Resolution of Concurrence and Non-Concurrence 4

3) Other Action Items

a. 2023-2024 Student Handbook 6

B. Informational Items

1) Presentations

2) 5-year Financial Outlook Presentation from Baird 74

C. Other

4. ADJOURN

RESOLUTION
Resolution Relating to the Naming of a School Facility

WHEREAS, Board Policy 810, Name Rights & Naming School Facilities, establishes the criteria and procedures for granting naming rights in relation to School District facilities;

WHEREAS, pursuant to Board Policy 810, the School District may name or re-name a school facility by either passing a formal resolution or entering into a written agreement that addresses the nature of the new name or naming right;

WHEREAS, the School owns a facility currently named the “Public School Stadium,” which is a stadium located at Denfeld High School;

WHEREAS, under Board Policy 810, once a facility is named, that name will remain with the facility unless changed or removed by the School Board;

WHEREAS, the District received a naming rights request with respect to the Public School Stadium;

WHEREAS, in accordance with Board Policy 810, a committee was created to consider and recommend an appropriate name for the Public School Stadium;

WHEREAS, in accordance with Board Policy 810, naming rights may be by consideration – in which a contributor makes a financial contribution, sponsorship, or the provision of equipment, materials, land or services in return for naming rights;

WHEREAS, alternatively, naming rights may be by recognition – in which the naming rights are a recognition of outstanding service to the School District in an academic or administrative capacity, recognition of achievements of distinguished alumni, or recognition of generous financial or other contribution that was not rendered in consideration of granting of naming rights;

WHEREAS, the committee met and considered a number of proposed names for the Public School Stadium, and has recommended renaming by recognition to the “Walt Hunting Stadium - Marv Heikkinen Field”;

WHEREAS, the School Board is the body which ultimately decides whether to remove an existing name and whether a facility shall be renamed.

NOW, THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 709, as follows:

1. The stadium currently named Public School Stadium, located at Denfeld High School, 401 N 44th Ave W, Duluth, MN 55807, is hereby renamed as follows:

Walt Hunting Stadium - Marv Heikkinen Field

2. This name change shall be effective on July 1, 2023, and shall remain in effect unless changed according to Board Policy 810.
3. District staff are directed to take all steps necessary to effectuate this change, including but not limited to purchasing signage for the stadium, which shall be subject to School Board approval to the extent necessary by Minnesota law or District policies for purchases.

2022/23 RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE to be developed by the school board (information provided from departments that own the work)
KINDERGARTEN READINESS	Increase the number of American Indian students/families in Early Childhood programs to be prepared and ready for Kindergarten. Increase knowledge of cultural differences/similarities of staff to have a safe beginning place for American Indian Students within DPS.	Lack of American Indian teachers/staff in the Early childhood level to provide ongoing culturally relevant support to families and students. (Approximately 2 known teachers of color.) Lack of culturally relevant curriculum district wide.	Oshki-Inwewin was implemented in the Fall of 2021-22 School year. We currently have 18 American Indian students participating in this program. We have 2 staff who identify as American Indians working within Oshki-Inwewin. All students were top performers on our End of Year Assessments of 4 year olds. Students scored 100% in 4 out of 5 domains, including language and literacy. The fourth domain, approaches to learning, All students scored 90%.	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing Ojibwe language and culturally relevant programming. Look at hiring practices and recruitment with Headstart and Human Resources. Integrate culture and language throughout Headstart programs beyond Oshki-Inwewin.	We are expanding seasonal Ojibwe language and cultural practices to all preschool classrooms. We are providing opportunities for culturally relevant family engagement. We have made the Oshki-Inwewin teaching position a TOSA position, so we are able to identify the best fit among applicants. The Preschool equity team has merged with the Education Equity Advisory Committee to de-silo preschool equity conversations and initiatives in our community.
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade. Increase culturally appropriate resources/references in the curriculum so our students see themselves in school/curriculum.	American Indian students still continue to score low on reading assessments. 2021-22 data shows that 23.1 % American Indian students are proficient in reading by 3rd grade.	Curriculum Department purchased books for the Misaabekong Ojibwe Immersion program. ELA content specialist selected indigenous-focused books that were tied to Wonders curriculum and distributed them to K-5 teachers. (Note: Some of those books were purchased by the AIE program)	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists and teachers/staff on culturally specific curriculum resources and provide those resources to teachers/students.	Curriculum Coordinator met with Content Specialists to review MN Academic Standards relating to Minnesota American Indian Tribes. Our next step is to work with the Office of Education Equity and Office of American Indian Education to provide training on culturally responsive resources that can be embedded into written curriculum and shared with teachers/students. We have an Achievement & Integration strategy to provide culturally relevant intervention and curricular materials to students at Myers Wilkins. At our Immersion school through the A&I plan, we have cultural immersion paraprofessionals working within those classrooms to support the academic needs of our immersion program students.
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	American Indian students continue to score low on Math assessments. 2021-22 data shows that 12.9% American Indian students are proficient in Math.	AIE program coordinator will continue working with Elementary and Secondary Content Specialist and the staff development coordinator planning on-going opportunities for Math teachers and interventionists focused on Best Practices for American Indian students.	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists and teachers/staff on culturally specific curriculum resources and provide those resources to teachers/students.	Curriculum Coordinator met with Content Specialists to review MN Academic Standards relating to Minnesota American Indian Tribes. Our next step is to work with the Office of Education Equity and Office of American Indian Education to provide training on culturally responsive resources that can be embedded into written curriculum and shared with teachers/students. The Curriculum, Instruction, and Assessment team has been actively pursuing a grant to further American Indian students exposure to STEM opportunities.
	Increase American Indian Student Achievement	American Indian students continue to score low on Reading assessments. 2021-22 data shows that 27.5 % American Indian students are proficient in Reading.	ELA specialist worked with the Coordinator of AIE and OEE to identify culturally appropriate books for teachers to utilize. Antibias training was done district-wide. DPS is working on providing classrooms with diverse classroom libraries. The Coordinator of AI Education has been a part of the process to choose books for Misaabekong classrooms.	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.	Curriculum Coordinator met with Content Specialists to review MN Academic Standards relating to Minnesota American Indian Tribes. Our next step is to work with the Office of Education Equity and Office of American Indian Education to provide training on culturally responsive resources that can be embedded into written curriculum and shared with teachers/students. The Office of Education Equity, through an Achievement & Integration strategy, provides culturally relevant intervention and curricular material to students at Myers Wilkins to ensure students, teachers and classrooms have access to culturally relevant learning materials

	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	American Indian-focused State Standards have been shared with Content Specialists. The Coordinator of AI Education has been working with Dale U on getting resources. Focusing on 2 content areas each year. We are continuing with Math and ELA and adding Science.	Continue the work of American Indian-focused State Standards implementation that began in 2018. Bring awareness to teachers through content area meetings on the American Indian-focused state standards and tie resources and training to teachers. Work with the AIHSL in this process, they are a great resource. -Science Content Specialist is working with Memegwesiiqweto create lessons to address American Indian-focused state standards. -Funding has been secured to provide classroom libraries to teachers that include culturally-responsive texts that will include American Indian literature. -The Curriculum Review and Adoption process has been revised to include more purposeful review and adoption of curriculum that is more representative and inclusive of American Indian students.	Continue in the 23-24 school year to embed training and resources around the American Indian-focused state standards into district-wide PLCs and content committee meetings. Science Content Specialist will continue to work with Memegwesiiqweto to ensure that science standards related to American Indian tribes are addressed in curriculum docs with lessons created for teachers. When content committees review curriculum and instructional materials, they will use checklists and rubrics provided in the procedural guide to make sure the curriculum is representative and inclusive of American Indian students.
GRADUATION	Raise Graduation rates for American Indian students	All students reach 85% graduation rate by 2020	American Indian students graduation rates for 201-22 are 45.16% (4 year) and 65.7 % (7 year)	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or cultural needs of American Indian Students. Focus on the culture of the school, if they feel safe and welcome at school they will attend and be more engaged. Provide Check & Connect to ALL AI students.	The district has committed to implementing PBIS district-wide and as a part of that, will be clearly articulating/clarifying the district's supports within each of the tiers. This will include taking an inventory of interventions being delivered, staff delivering them, criteria used for identification, ways progress will be monitored, etc. In addition, early conversations have begun about providing Check & Connect training to existing staff who work with American Indian students. Staff development will continue to identify and implement professional development focused on specific culturally responsive strategies for teachers and additional school staff through districtwide professional development days.
OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history of local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.	Science Standards: 3rd grade is implementing new science standards specifically to AI students. Misaabekong developing a modern classroom. Blair Powless has been working on a history and American Indian lessons that have been implemented into East High School last school year. He will continue to work with the other High Schools to implement the lessons. DPS has increased his contract hours and pays for the additional hours.	Provide an American Indian Curriculum Specialist or Instructional Coach.	The Curriculum, Instruction and Assessment team is intentionally working on building relationships with the American Indian Education Department to include diverse perspectives and support for teachers in including MN Standards related to American Indian Tribes.
Resolution E-6-23-3965					
June 20, 2023					



Duluth Public Schools
709 Portia Johnson Dr.
Duluth, MN 55811
www.isd709.org

student HANDBOOK 2023-2024



Duluth
Public Schools

Table of Contents

Strategic Plan	4	Desks	15
Message from the Superintendent	5	Personal Possessions and Student's Person	15
Message from the Assistant Superintendent	5	Vehicles on Campus	15
District Information	6	Patrols and Inspections	15
Communication with Families	7	Search of Interior of a Student's Motor Vehicle	15
Administrative Team	7	Student Publications and Materials	15
PART I — INFORMATION	10	Distribution of Non-school-Sponsored Materials	16
Arrival and Dismissal Hours	10	School-Sponsored student Publications	16
Calendar	10	Student Records	16
Class Assignments	10	Student Surveys	16
Complaints	10	Transportation of Public School Students	16
E-Learning Day Plan	10	Extracurricular Transportation	16
Eighteen-Year-Old Students	12	Video and Audio Recording	16
Employment Background Checks	12	School Buses	16
Equal Access to School Facilities	12	Places Other Than Buses	16
Fees	12	PART II — ACADEMICS	17
Food in the Classrooms	13	Alternative Educational Opportunities	17
Fundraising	13	Homework	17
Gifts to Employees	13	Cheating and Plagiarism	17
Graduation Ceremony	13	Dropping Classes or Removing a Student for a class	17
Holiday Celebrations and Parties	13	Extended School Year Opportunities	17
Interviews of Students by Outside Agencies	13	Field Trips	17
Library and Media Center	13	Grades	17
Lunch	13	Graduation Requirements	19
Messages to Students	14	Early Graduation	19
Nondiscrimination	14	Graduation Procedures	19
Notice of Violent Behavior by Students	14	Postsecondary Enrollment Options	19
Parent and Teacher Conferences	14	Promotion and Retention	19
Parent Volunteers	14	Multi-tiered System of Supports	19
Pledge of Allegiance	14	Summer School	20
Schedule	14	E-Squared	20
School Activities	14	English Language Learner Program	20
School Closing Procedures	15	Parents Right to Know	20
Searches	15	PART III — RULES AND DISCIPLINE	20
Lockers and Personal Possessions with in Locker	15	Attendance	20

		8
Bullying Prohibition	20	PART IV — HEALTH AND SAFETY 35
Conduct on Schools Buses and Consequences	21	Accidents 35
Cell Phones and Other Electronic Devices	21	Asbestos Management Plan 36
Discipline	22	Crisis Management 36
Dress and Appearance	23	Emergency Contact Information 36
Drug-Free School and Workplace	23	Health Information 36
Harassment and Violence Prohibition	23	First Aid 36
Harassment, Violence and Bullying Behavior	23	Communicable Diseases 36
Prevention	23	Health Services 36
Suicide Prevention	23	Immunizations 37
Preparation	23	Medications at School During the School Day 37
Response	23	Pesticide Application Notice 38
Recovery	23	Safety 38
Positive Behavior Interventions and Supports	23	Visitors in District Buildings 38
Restorative Practices	24	APPENDIXES
Social-Emotional Learning	24	A. School District Policy Cross Reference Table 39
CASEL’s Definition	25	B. Distribution of Non-school Sponsored Materials
Mental Health Wellness	25	on School Premises by Students and Employees 40
Reporting Harassment, Violence and Bullying	25	C. Student Records 42
Hazing Prohibition	25	D. Student Surveys 52
Internet Acceptable Use	25	E. Student Discipline 54
Parking on School District Property	26	F. Student Attendance 55
Students	26	G. Bullying Prohibition 58
Visitors	26	H. Harassment and Violence Prohibition 62
Tobacco-Free Schools	26	I. Hazing Prohibition 63
Vandalism	27	J. Tobacco-Free Environment; Possession &
Weapons Prohibition	27	Use of Tobacco, Tobacco-Related Devices, &
Standards of Conduct	27	Electronic Delivery Devices; Vaping Awareness
Major and Minor Behavior	27	& Prevention Instruction 65
K-3 Behavior Violations and Leveled Response	28	K. School Meals Policy 66
4-5 Behavior Violations and Leveled Response	29	L. Parent/Guardian Refusal for Student
6-12 Behavior Violations and Leveled Response	30	Participation in Statewide Assessments 67
Transportation	30	
Behavior Level and Definition	31	
Definitions of Interventions and Disciplinary Actions	34	

Strategic Plan

Duluth Public Schools worked on a comprehensive strategic planning process from April 2022 through May 2023. The overall process and strategic plan were with input from Duluth Public Schools students, staff, families and community members focused on future system-wide enhancement to improve outcomes for students. The planning has resulted in a 3-year operational plan, a progress monitoring schedule and a 3-year school board plan. In this document you will find our mission, vision, core values, desired daily experiences and strategic directions.

MISSION

Every student, every day will be empowered with learning opportunities for growth, creativity and curiosity, in preparation for their future in a global community.

VISION

Duluth Public Schools provides an academically engaging, safe and inclusive environment with high expectations and responsible use of resources.

CORE VALUES



Learning: Developing a love of learning through life-long inquiry.



Excellence: Having high standards for all through accountability, integrity and authenticity.



Equity: Creating conditions of justice, fairness and inclusion so all students have access to the opportunities to learn and develop to their fullest potential.



Collaboration: Working in partnership with staff, families, students and community.



Belonging: Providing a welcoming and accessible environment where everyone feels safe, seen and heard.

STRATEGIC DIRECTIONS

Supporting Every Student:

Duluth Public Schools staff will work in collaboration to determine all students' learning, behavioral, and social-emotional strengths and challenges. We will utilize a multi-tiered system of supports to improve instructional practices to best meet the needs of every learner. Strategies will be implemented to create positive and safe learning environments. Students will be provided additional support to grow and improve through intervention and enrichment.

Advancing Equity:

Duluth Public Schools will be a place where everyone feels a sense of belonging and accomplishment. We are committed to strengthening relationships and building trust with all communities. We are dedicated to advancing an Education Equity Framework implementation and accountability plan to increase our ability to think, behave, work, and lead with an equity mindset. As part of the plan, all staff will receive on-going diversity, equity, and inclusion training.

Improving Systems:

Duluth Public Schools engages in continuous improvement to support services, processes, and resource allocation. Our continued focus on recruiting and retaining highly effective, dedicated, and diverse staff will ensure our ability to educate, support and inspire our students to reach their full potential. We will ensure clean, safe and appropriate learning environments. We are committed to a budget that meets the educational needs of our students through improved financial forecasting to better align our resources with our district priorities.

Message from the Superintendent

10

Dear families and students,

It is an honor and a pleasure to welcome you as we begin a new school year!

As we embark on another year of learning, our staff is committed to creating a safe, equitable, inclusive, and welcoming educational environment for all students.

We will use our newly approved Strategic Plan to steer us forward in the right direction as we navigate this year. In doing so, the daily desired experiences of students, staff and families will be one of our greatest decision-making tools.

We understand that the start of a new school year can be an adjustment for both students and families. To ensure success, we encourage you to get involved in your child's education and in our school community.

Please consider the many ways to volunteer and support our school, from attending parent-teacher conferences to joining our PTA or volunteering in the classroom.

We look forward to a successful and rewarding school year together. Thank you for entrusting your child's education to us.

Sincerely,

John Magas

John Magas Superintendent of School



Message from the Assistant Superintendent

Dear families and students,

As we embark on a new school year, I want to extend a warm welcome to all of our students, families, and staff.

At our school, we believe that every student should feel seen, heard, and valued for who they are. We recognize that our students come from diverse backgrounds and have unique experiences, beliefs, and identities. We also acknowledge that systemic barriers and discrimination continue to impact marginalized communities, and we are committed to addressing these issues.

We are also committed to ongoing dialogue and feedback from our students, families, and community members. We encourage you to share your thoughts, concerns, and suggestions with us so that we can continue to improve and grow.

At our school, we are committed to promoting diversity, equity, and inclusion in everything we do. We believe that by working together with families, we can create a school community that is truly inclusive and supportive of all students.

Thank you for your support and partnership in this important work.

Anthony Bond

Anthony Bonds
Assistant Superintendent of Teaching, Learning & Equity



District Information

PHILOSOPHY OF LEARNING

Duluth Public Schools strives to create a safe, equitable and welcoming environment that fosters growth in relationships, academics, social-emotional competency and life skills. We believe it is important to develop the unique potential of each student by providing quality, challenging, engaging, and differentiated instructional opportunities in order to establish a foundation for lifelong success that result in positive contributions to our community and wider society. We believe that each student, staff member, parent/guardian, and community member add value to our school community and that engagement and collaboration with all stakeholders is of utmost importance in our student's education and success. We work to ensure that we are empowering students to be leaders, problem-solvers, and innovators throughout their education. We continue to make it a priority that we are delivering flexible and culturally responsive instruction so that each student receives an education that aligns with best practice, current research, and state/national standards.

OUR BELIEFS ABOUT AND COMMITMENTS TO EQUITY

Educational equity is the condition of justice, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, genders, sexual orientations, incomes, and other social conditions. Creating greater equitable outcomes depends upon having inclusive policies and equitable practices that represent all students and staff and provide each student and staff increased access to allow for meaningful participation in high-quality learning and working experiences where each student and staff realizes positive outcomes. We recognize the importance of continuous ongoing work to address racism, sexism, bias, and equity in district policies and practices. This is challenging work that must be of the highest priority in order for our district to achieve its vision for all.

DULUTH SCHOOL BOARD MEMBERS

Visit www.isd709.org/about-us/school-board to access agendas and minutes as well as the Duluth School Board schedule. All School Board meetings are live streamed on the district's YouTube channel. The board can be reached at schoolboard@isd709.org. Feel free to call 218-336-8752 or email patricia.paquette@isd709.org if you have any questions.

Rosie Loeffler-Kemp

District 1

2902 Bald Eagle Trail
Duluth, MN 55804
218-525-6878
rosalie.loefflerkemp@isd709.org

David Kirby

District 2

2216 E. 2nd St.
Duluth, MN 55812
218-724-7095
david.kirby@isd709.org

Paul Sandholm

District 3

3933 Fountain Gate Dr.
Duluth, MN 55811
218-428-7386
paul.sandholm@isd709.org

Jill Lofald

District 4

130 88th Ave. W. Apt. 8
Duluth, MN 55808
218-391-4696
jill.lofald@isd709.org

Kelly Durick Eder

At Large

2921 N. 22nd Ave. W.
Duluth, MN 55811
701-741-6003
kelly.durickeder@isd709.org

Alanna Oswald

At Large

615 N. 56th Ave. W.
Duluth, MN 55807
218-393-5365
alanna.oswald@isd709.org

Amber Sadowski

At Large

419 W. Wabasha St.
Duluth, MN 55803
218-393-6952
amber.sadowski@isd709.org

COMMUNICATION WITH FAMILIES

These relationships enhance a meaningful learning environment for our children and provide a stronger community for all of us.

12

Principals and the district communicate to families through multiple avenues. Those include, but not limited to:

- Infinite Campus Parent Portal
- Phone Calls
- Text Messages
- Emails
- Mailings
- Newsletters
- Social Media
- Websites
- Community Conversations

Stay up to date with the following resources:

The district website offers a wealth of resources about the schools, including news, class and department information, student support services, athletic events, career center updates, academic events and more.

District

- isd709.org

Programs

- alc.isd709.org
- dae.isd709.org

Elementary Schools

- congdon.isd709.org
- homecroft.isd709.org
- lakewood.isd709.org
- lauramacarthur.isd709.org
- lesterpark.isd709.org
- myerswilkins.isd709.org
- lowell.isd709.org
- piedmont.isd709.org
- stowe.isd709.org

Secondary Schools

- aeo.isd709.org
- denfeld.isd709.org
- dultheast.isd709.org
- lincolnpark.isd709.org
- ordeaneast.isd709.org

District News

- Facebook: facebook.com/duluthpublicschools
- Instagram: [@duluthpublicschools](https://instagram.com/@duluthpublicschools)
- Twitter: [@Duluth_Schools](https://twitter.com/@Duluth_Schools)
- Calendar: isd709.org/calendar
- News: isd709.org/about-us/district-news

Administrative Team

<i>NAME</i>	<i>TITLE</i>	<i>EMAIL</i>
SENIOR LEADERS		
John Magas	Superintendent	superintendent@isd709.org
Anthony Bonds	Assistant Superintendent	anthony.bonds@isd709.org
Simone Zunich	Executive Director of Business Services & Finance	simone.zunich@isd709.org
Theresa Severance	Executive Director of Human Resources & Operations	theresa.severance@isd709.org
DEPARTMENT HEADS		
Tawnyea Lake	Director of Assessment, Evaluation and Continuous Improvement	tawnyea.lake@isd709.org

continued on next page . . .

Brenda Spartz	Director of Elementary Teacher, Learning and Equity	brenda.spartz@isd709.org
Jen Larva	Director of Secondary Teacher, Learning and Equity	jennifer.larva@isd709.org
Jason Crane	Director of Special Education	jason.crane@isd709.org
Nathan Smith	Education Equity Coordinator	nathan.smith@isd709.org
Binesiikwe Washington	American Indian Education Coordinator	edith.washington@isd709.org
Adelle Wellens	Communications Officer	communications@isd709.org

ELEMENTARY PRINCIPALS

Kathi Kusch Marshall	Principal, Congdon	kathi.marshall@isd709.org
Tom Cawcutt	Principal, Homecroft	thomas.cawcutt@isd709.org
Darren Sheldon	Principal, Lakewood	darren.sheldon@isd709.org
Jim Erickson	Principal, Laura MacArthur	james.erickson@isd709.org
Anna Cawcutt	Principal, Lester Park	anna.cawcutt
Eve Hessler	Principal, Lowell	eve.hessler@isd709.org
Nathan Anderson	Assistant Principal, Lowell	nathan.anderson@isd709.org
Rae Jackson	Principal, Myers-Wilkins	rachel.jackson@isd709.org
Beth Shermoen	Principal, Piedmont	beth.shermoen@isd709.org
Jessa Cook	Principal, Stowe	jessica.cook@isd709.org

MIDDLE SCHOOL PRINCIPALS

Brian Kazmierczak	Principal, Lincoln Park	brian.kazmierczak@isd709.org
Barry Fischer	Assistant Principal, Lincoln Park	barry.fischer@isd709.org
Sue Lehna	Principal, Ordean East	susan.lehna@isd709.org

Michael Emerson	Assistant Principal, Ordean East	michael.emerson@isd709.org
-----------------	----------------------------------	----------------------------

Jodi Stacken	Assistant Principal, Ordean East	jodi.stacken@isd709.org
--------------	----------------------------------	-------------------------

HIGH SCHOOL PRINCIPALS

Nathan Glockle	Principal, ALC and AEO	nathan.glockle@isd709.org
----------------	------------------------	---------------------------

Tom Tusken	Principal, Denfeld	thomas.tusken@isd709.org
------------	--------------------	--------------------------

Joanna Sackette	Assistant Principal, Denfeld	joanna.sackette@isd709.org
-----------------	------------------------------	----------------------------

Eric Stang	Assistant Principal, Denfeld	eric.stang@isd709.org
------------	------------------------------	-----------------------

TBD	Principal, Duluth East	TBD
-----	------------------------	-----

Jon Flaa	Assistant Principal, Duluth East	jon.flaa@isd709.org
----------	----------------------------------	---------------------

Kyle Rock	Assistant Principal, Duluth East	kyle.rock@isd709.org
-----------	----------------------------------	----------------------

OTHER PROGRAMS

Jacob Hintsala	Principal, Residentials/Therapeutics	jacob.hintsala@isd709.org
----------------	--------------------------------------	---------------------------

Danette Seboe	Administrator, Career and Technical Education and College Career Readiness	danette.seboe@isd709.org
---------------	---	--------------------------

Angie Frank	Coordinator, Duluth Adult Education	angie.frank@isd709.org
-------------	-------------------------------------	------------------------

Jeremy Rupp	Community Education Coordinator	jeremy.rupp@isd709.org
-------------	---------------------------------	------------------------

Sherry Williams	Director of Head Start and Preschool	sheryl.williams@isd709.org
-----------------	--------------------------------------	----------------------------

Jennifer Jaros	Early Childhood Family Education Coordinator	jennifer.jaros@isd709.org
----------------	--	---------------------------

Jacob Laurent	Climate Coordinator	jacob.laurent@isd709.org
---------------	---------------------	--------------------------

Lisa Larson	Families in Transition Coordinator	lisa.larson2@isd709.org
-------------	------------------------------------	-------------------------

Callie DeVriendt	Mental Health, Social-Emotional Behavioral, and MTSS Coordinator	callie.devriendt@isd709.org
------------------	---	-----------------------------

Darren Sheldon	Federal Programs Coordinator	darren.sheldon@isd709.org
----------------	------------------------------	---------------------------

PART I – INFORMATION

Arrival and Dismissal Hours

An elementary student instructional day is from 7:45-2:15. In general student arrival will begin 15 minutes prior and bus departure begins within 10 minutes following the instructional day.

The middle school instructional day is from 8:45-3:15. The entry bell rings at 8:30 AM and bus departure is within 10 minutes following the instructional day. Any school sponsored after school activities run from 3:20-4:05 on identified days. An after school activity bus is provided and departs at 4:15.

The high school regular instructional day is from 9:00-3:24. If a student is enrolled in a Zero hour at one of the high schools, the day begins at 8:07AM. Transportation is not provided for Zero hour and is outside of the regular instructional day.

Please see your student's school website for specific details on the school day, arrival and dismissal procedures and after school activities.

Individual building hours are determined by event and staffing capabilities.

Calendar

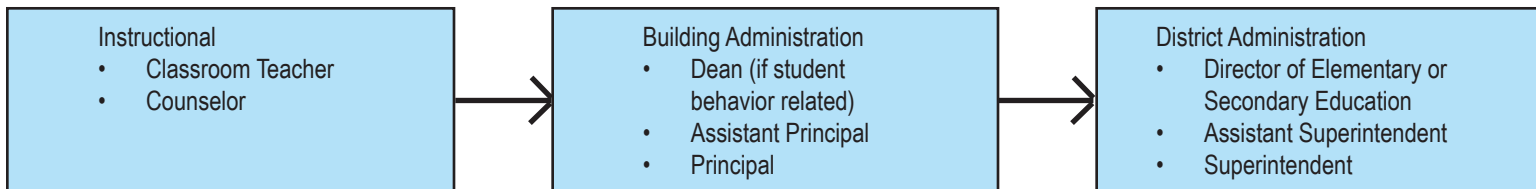
The school calendar is adopted annually by the school board. A copy of the school calendar can be found in the Appendix and on the school district's website at www.isd709.org/calendar.

Class Assignments

Class assignments will be communicated through the Back to School information that is sent from your student's school mid to late August. Parents can access teacher placement information in the parent portal of Infinite Campus: duluthmn.infinitecampus.org/campus/portal/duluth.jsp

Complaints

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint. An example flow chart to have concerns addressed would be as follows:



E-Learning Plan

What is an e-learning day?

- Refers to an instructional school day that takes place when students are physically not at the school due to inclement weather situations.
- Instruction and communication happens online for some students while others may have assignments and resources sent home with them.
- Teachers are available to provide assistance to students and parents via email and/or phone via voicemail.
- Up to 5 e-learning days may be used for weather related school cancellations.

What are the goals of e-learning days?

- Provide flexible delivery of instruction to minimize the disruption to education caused by any unexpected weather related school closings.
- Gives 6-12th grade students the opportunity to practice the kind of online learning that is increasingly part of college and the workplace.
- Enables students to apply becoming increasingly responsible for their learning.

How will the district notify families?

Families must be notified of the plan at the beginning of the school year and prior to an e-learning day occurring. Some ways this information may be communicated are:

- Student Handbooks

- District website
- Conferences
- Open House

In addition, there will be an automated message delivered to parents via phone and/or email soon after it is determined that the district will be moving to e-learning due to inclement weather. The recorded message will state whether or not e-learning will be executed on that day. Messages will also be communicated to local news and reporting outlets to share with the schools' communities.

How does an e-learning day work?

- Preschool students will have work assigned by their teachers, which will be age appropriate with instruction and resources sent home.
- K-5th grade students will have grade appropriate Choice Boards assigned by their teachers.
- 6-12th grade students will have a combination of work assigned for all classes scheduled for that day in either digital or hard copy formats depending on the requirements of each teacher and the status of a student's Internet access.
- Students with special circumstances and needs such as those on IEPs will be addressed by their case managers in conjunction with their classroom teacher(s).
- Teachers will be available by email and/or phone via voicemail for students and families from 9:15AM-2:15PM.
- Due dates for work completed on an e-learning day will be determined by each classroom teacher as the nature of assignments will vary.

What happens if a family chooses not to participate on an e-learning day?

A family that chooses to not participate on an e-learning day will have their child marked as an excused absence for that day.

Internet Access

Parents and students in 6-12th grades MUST inform teachers if there is no Internet access or limited Internet access at home so required modifications to assignments can be planned prior to an e-learning day.

Administrators are responsible for:

- Being available by phone via voicemail and/or email.
- Actively interacting and supporting teachers and parents as needed.
- Ensuring E-Learning Day Plan is posted online and communicated through newsletters.
- Monitoring teacher attendance and compliance with the E-Learning Day Plan.

Teachers are responsible for:

- Familiarizing students with their delivery method, type of assignments, and expectations of instruction prior to an e-learning day.
- Collaborating to make sure workload is appropriate and addresses each student's needs. Homeroom, specialists, intervention, special education, and content specific teachers will all contribute to a child's instruction on an e-learning day as appropriate.
- Including elements of instruction to address the requirements of interventions, IEPs for special education students and the needs of students with 504 accommodations if applicable.
 - This should be coordinated with case managers, academic support teachers, and certified support staff (Title I, EL, intervention teachers, dean of students, social workers, counselors, school nurse).
- Being available by phone via voicemail and/or email for student and parent communication from 9:15AM to 2:15PM.
- **Grades PreK-5:**
 - Ensuring parents are informed of Choice Board use on e-learning days and that Choice Boards are uploaded on the appropriate student communication tool prior to the first e-learning day.
- **Grades 6-12:**
 - Posting assigned work in Canvas by 9:15 AM on an e-learning day, if it has not already been assigned.
 - Sharing office hours on the Canvas class page.
 - Ensuring instruction and assignments are meaningful, monitored, and important to students.
 - Must include some type of instruction; cannot be a catch-up work day
 - However, review lessons & activities are okay
 - Lessons/activities should take most students no more than 20 minutes to complete
 - Students on 504s and IEPs will follow same accommodations with e-learning activities as they would if in the classroom
 - Being aware of each 6-12th grade student's access to adequate Internet service at home.
 - With prior communication, any student without Internet access at home should receive an alternative delivery method for instruction such as paper/pen versions of digital content with any hard copy textbooks if necessary for support to complete work.
 - Teachers can also have students download content prior to leaving the day prior to an anticipated e-learning day.

Parents are responsible for:

- Verifying student attendance according to the expectations of the teacher(s).
- Seeking clarification from teachers regarding expectations on an e-learning day.
- Informing teachers if there is not adequate Internet at home for students in grades
- 6th-12th as assignments may need access. Teachers can provide alternatives to digital content as well as other accommodations if necessary.
- Supporting your child at home on an e-learning day. If your child struggles with a concept or assignment and is unable to complete work, please

encourage your child to communicate with the teacher, who should then follow up when returning to school.

Students are responsible for:

- Completing and submitting work as assigned by the teacher(s).
- Accounting for their attendance according to the requirements of their grade and/or teacher(s).
- Communicating with their teacher about lack of Internet access at home for students in grades 6th-12th.

17

Addition information for e-learning:

- If there are no weather related school cancellations, no part of this plan will be executed.

Eighteen-Year-Old Students

The age of majority for most purposes in Minnesota is 18 years of age. All students, regardless of age, are governed by the rules for students provided in school district policy and this handbook.

Employee Directory

To contact a member of Duluth Public Schools, please use the online directory found on the district website: www.isd709.org/faculty-staff-directory.

Employment Background Checks

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Equal Access to School Facilities

The school district has created a limited open forum for secondary students to conduct non curriculum-related meetings during non instructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a non participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and nonschool persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

Fees

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. If families are unable to provide the necessary supplies please reach out to your school for assistance.

Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within two miles of school.
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the building principal.

Food in the Classrooms

As stated in District Policy 533 Wellness:

Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus. Caution will be exercised when offering foods that may cause allergic reactions or adversely impact students with health conditions, including those foods provided through:

- Celebrations and parties. A celebration or party is a special and enjoyable occasion (birthdays, holidays, etc.). The school district will provide a list of healthy party ideas to families and staff, including non-food celebration ideas.
- Classroom snacks to be distributed to the class. A snack is food eaten between meals to supplement the nutritional needs of students intended to make a positive contribution to the child's health and diet. The school district will provide to parents, families and staff a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
- Please contact your child's teacher or building administrator for guidance on bringing food or treats to the classroom.

Fundraising

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the school board. School District regulation 511R details the procedure for garnering approval through Business Services. Participation in non approved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for nonschool-related activities will not be allowed during the school day.

Gifts to Employees

Employees are not allowed to solicit gifts and are discouraged from accepting or receiving gifts from a student, parent, or other individual or organization of greater than nominal value. Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude.

Graduation Ceremony

Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises, unless participation is denied for appropriate reasons, which may include discipline. Graduation exercises are under the control and direction of the building principal(s). Each high school will communicate the guidelines for graduation ceremonies with seniors and families.

American Indian students are welcomed to wear American Indian regalia, Tribal regalia, or objects of cultural significance to graduation ceremonies.

Holiday Celebrations and Parties

School administrators and teachers will show sensitivity to students and families with varied cultural and religious beliefs. At times, schools and classrooms may plan events and activities to celebrate heritage months and holidays. Please contact your child's teachers for procedures in excusing students from these celebrations.

Interviews of Students by Outside Agencies

Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy.

Library and Media Center

The library/media center is open during regular instructional hours. Students may use the library/media center during the school day and before and after school only when a supervisor is present.

Lunch

Lunch is to be eaten in designated areas only. Lunch times vary by classroom and/or grade level. Students will be notified of their assigned lunchtime on the first day of school. Breakfast and Lunch meals, (Students must take the whole meal) will be provided for free to all students, regardless of economic status. Students may be able to purchase a second lunch or a la carte items, if available, with their positive balance meal account. Students may bring a prepared lunch from home and milk will be available for purchase to supplement lunches brought from home.

Details on negative account balances can be found in Appendix K. Any parent wishing to get a refund from a meal account or transfer it to another student, should

contact Child Nutrition at childnutrition@isd709.org.

Off-campus lunch is determined by school.

19

Messages to Students

Personal cell phone use during the instructional day is discouraged and often prohibited. Students should leave their cell phones off (including smart watches and blu tooth earbuds) and in their lockers or at home during the school day. We ask families to help by reinforcing this message at home.

Our buildings have landline phones in every class and office space so that an urgent message can be delivered to a student during the day. Please contact the school for further directions for contacting your child.

Nondiscrimination

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities. The school board has designated Assistant Superintendent Anthony Bonds, 709 Portia Johnson Drive, Duluth MN 55811, 218-336-8739 as the district's human rights officer to handle inquiries regarding nondiscrimination.

Notice of Violent Behavior by Students

The school district will give notice to teachers and other appropriate school district staff before students with a history of violent behavior are placed in their classrooms. Prior to giving this notice, district officials will inform the student's parent or guardian that the notice will be given. The student's parents/guardians have the right to review and challenge their child's records, including the data documenting the history of violent behavior.

Parent and Teacher Conferences

Parent and teacher conferences will be held twice per year. Conference dates are set by individual buildings. For more information, contact the site clerical.

Parent Volunteers

Parents/guardians are welcome in the schools and are encouraged to volunteer in their children's classrooms. To volunteer in the school building or classroom, parents/guardians should contact the building principal. Parents/guardians who visit the school should sign in at the main school office before entering a classroom. The use of volunteers is at the discretion of each building's professional staff. Parent volunteers will be asked to complete a background check and will be notified once they are received and reviewed. For more information, contact the building principal.

Pledge of Allegiance

Students will recite the Pledge of Allegiance to the flag of the United States of America once a week. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Schedule

A schedule is needed to ensure smooth operation of the school. The daily school schedule is often building specific and within the building principal's authority to determine. Please see your school counselor or building principal for information on daily class schedules and schedule adjustments.

School Activities

The school district provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health. Formal instruction is the school district's priority.

Students who participate in school-sponsored activities are expected to responsibly represent the school and community. All rules pertaining to student conduct and student discipline apply to school activities.

All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline. Parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

The Duluth School District is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must abide by the

MSHSL rules. The district will enforce all MSHSL rules during the school year and in the summer as applicable.

Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact your school Activity Director or refer to www.mshsl.org.

School Closing Procedures

School may be canceled when the superintendent believes severe weather or other circumstances threaten the safety of students and employees. The decision to close or delay the start of school due to severe weather is made prior to 5 a.m. All families will receive a call, text and/or email through our Infinite Campus Emergency messaging system if school is closed or delayed. If possible, a decision will be made the night before so families, especially those with elementary age students, have enough time to make alternative plans for their children in the event of weather-related school closings. Please visit www.isd709.org/weather for more information.

Searches

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in desks, lockers, or vehicles parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, when appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions Within a Locker

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students' convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are school district property. At no time does the school district relinquish its exclusive control of desks provided for students' convenience. School officials may inspect the interior of desks for any reason at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Vehicles on Campus

Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Search of the Interior of a Student's Motor Vehicle

The interior of a student's motor vehicle, including the glove and trunk compartments, in a school district location may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to loss of parking privileges and to discipline if the student refuses to open a locked motor vehicle or its compartments under the student's control upon a school official's request.

Student Publications and Materials

The school district's policy is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Non-school-sponsored publications may not be distributed without prior approval.

Distribution of Non-school-Sponsored Materials on School Premises

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing non-school-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. For detailed information, see the complete “Distribution of Non-school-Sponsored Materials on School Premises by Students and Employees” policy (Appendix B).

School-Sponsored Student Publications

The school district may exercise editorial control over the style and content of student expression in school-sponsored publications and activities. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies. Students producing official school publications and participating in school activities will be under the supervision of a faculty advisor and the school principal. “Official school publications” means school newspapers, yearbooks, or material produced in communications, journalism, or other writing classes as part of the curriculum. Expression in an official school publication or school-sponsored activity is prohibited when the material:

- Is obscene to minors;
- Is libelous or slanderous;
- Advertises or promotes any product or service not permitted for minors by law;
- Encourages students to commit illegal acts or violate school regulations or substantially disrupts the orderly operation of school or school activities;
- Expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
- Is distributed or displayed in violation of time, place, and manner regulations.

Expression in an official school publication or school-sponsored activity is subject to school district editorial control over the style and content when the school district's actions are reasonably related to legitimate pedagogical concerns. Official school publications may be distributed at reasonable times and locations.

Student Records

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an “eligible” student is one who is 18 or older or who is enrolled in an institution of post-secondary education. For more information on the rights of parents/guardians and eligible students regarding student records, see “Student Records” (Appendix C). A complete copy of the school district's “Protection and Privacy of Pupil Records” policy may be obtained at the Office of the Superintendent or on the website at www.isd709.org/about-us/policies.

Student Surveys

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection and use of information for marketing purposes, and certain physical examinations, see “Student Surveys” (Appendix D). A complete copy of the school district's “Student Surveys” policy may be obtained at the Office of the Superintendent or on the website at www.isd709.org/about-us/policies.

Transportation of Public School Students

The school district will provide transportation, at the expense of the school district, for all resident students who live one mile or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students' parent or guardian. See additional discipline procedures in the Code of Conduct section.

Extracurricular Transportation

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

Video and Audio Recording

School Buses

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

Places Other Than Buses

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property. Video surveillance of locker rooms or bathrooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

22

PART II — ACADEMICS

Alternative Educational Opportunities

Some students may be at risk of not continuing or completing their educational programs. The school district provides alternative learning options for students at risk of not succeeding in school. Alternative educational opportunities may include special tutoring, diversified curriculum and instruction, instruction through electronic media, special education services, homebound instruction, and enrollment in an alternative learning center, among others. A list of the alternative learning options is available on the district's website at www.isd709.org/academics/special-education and/or alc.isd709.org. Students and parents/guardians with questions about these programs should contact the Special Services or ALC.

Homework

Homework assignments are made by the teachers. The amount of homework varies by teacher and subject area. The school district asks parents/guardians to encourage their child(ren) to complete homework thoroughly and promptly.

Cheating and Plagiarism

Cheating and plagiarism are prohibited. Students who cheat or commit plagiarism on any test or assignment will be given a failing grade for that test or assignment and will be disciplined in accordance with the school district's "Student Discipline" policy (Appendix E).

Dropping Classes or Removing a Student from Class

- Semester Courses (such as Health, Physical Education, Psychology)
 - » Students will have ten school days after the start of the first grade period to drop without penalty.
- Sequential / Yearlong Semester Courses (such as English, Geometry, American History)
 - » 1st and 2nd Semester: Students will have ten school days after the start of the first grade period to drop without penalty.

Students who drop a class after the deadline above will have a transcript with a record of their credit(s) attempted and credits earned. The student will receive no credit and will receive a grade of "I". The grade point average will be permanently affected since this would be a credit attempt, but no credit earned.

Any student removed from a class due to excessive truancies or absences will receive no credit and a permanent "I" grade. The grade point average will be permanently affected since this would be credit attempted, but no credit earned.

Extended School Year Opportunities

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the student's case manager.

Field Trips

Field trips may be offered to supplement student learning in which students voluntarily participate and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation.

Grades

Elementary Report Card

Duluth Public Schools implements a standards based report card for elementary students. Report cards are issued once each semester. Family Report Card Guides and as well as activities that can be done at home to support learning are available for grades K-5 at your child's school or online at www.isd709.org/

academics/grading-and-reporting/elementary-report-card. The report cards are designed to report on each child's performance in relation to specific criteria. The goals of standards based report cards include the ability to:

- Reflect academic achievement
- Provide meaningful feedback
- Be honest, fair, transparent, credible, useful, and user friendly
- Be aligned with the Duluth Public Schools curriculum
- Reflect consistency among courses, grade levels, departments, and schools
- Separate non-academic factors like participation or effort

The following numbers and descriptors are used to report progress:

4 — Mastering

The student exhibits knowledge and understanding of the concepts, skills, and processes the standard requires and can readily apply this knowledge in a variety of settings.

3 — Meeting

The student has a thorough knowledge, understanding, and application of the concepts, skills, and processes the standard requires. A score of three meets grade level expectations.

2 — Developing

The student is gaining understanding of the concepts, skills, and processes the standard requires, but has not been able to consistently demonstrate the learning.

1 — Beginning

The student is just starting to understand the concepts, skills, and processes the standard requires and needs consistent support.

Middle School Report Card

Students in grades 6-8 receive letter grades to report academic progress. Report cards for grades 6-8 are issued four times per year. You may access your student's grades by going to: <https://duluthmn.infinitecampus.org/campus/portal/duluth.jsp>.

- A full schedule (100 % enrolled) is 6 classes with What I Need (WIN) Advisory, per semester.
- WIN/Advisory participation is a mandatory part of every student's schedule. It is an abbreviated class and may not be replaced by an online learning class.
- OEMS & LPMS physical education & music classes are considered ½ semester classes since they meet every other day.

High School Report Card

Students in grades 9-12 receive letter grades to report academic progress in the following manner, exceptions may be given for Honors, AP, or CITS classes.

- Report cards for grades 9-12 are issued four times per year.
- Credit is awarded at the semester level.
- Final semester grades are calculated as follows: quarter A grade (43%) plus quarter B grade (43%) plus final exam (14%) = Final Semester Grade.
- A student's Grade Point Average (GPA) is calculated using whole grades, meaning plus and minus do not impact GPA.
- A full schedule is 6 credit bearing courses with a mandatory What I Need (WIN) Advisory.
- A student may participate in 50% online learning courses and still be considered enrolled in their resident district.
- You may access your student's grades by going to: <https://duluthmn.infinitecampus.org/campus/portal/duluth.jsp>.

Families can monitor current scores through the Canvas learning management system. Students who participate in advanced coursework such as Honors, AP, PSEO, CITS, or other rigorous opportunities may have different grading guidelines as a result of the course requirements. For specifics, please refer to the course syllabus or cooperating postsecondary institution for details.

There are a few exceptions in high school concurrent and dual enrollment classes where letter grades may be required and high schools must work with their post-secondary partners on completion requirements. Please refer to your school for more information.

Middle School and High School Grades

The following percentages are used for both middle and high school grading:

- | | | |
|---|-------------|--------------|
| A | (90-100%) | Excellent |
| B | (80-89%) | Very Good |
| C | (70-79%) | Satisfactory |
| D | (60-69%) | Passed |
| F | (Below 60%) | Fail |

Graduation Requirements

Students must meet all course credit requirements and graduation standards, as established by the state and the school board, in order to graduate from Duluth Public Schools. Graduating high school students need 21.5 in 2024 and 22.5 in 2025 and beyond. Specific requirements are listed below, with a complete listing of requirements to be found at www.isd709.org/academics/course-offerings.

MINIMUM GRADUATION REQUIREMENTS							
Class of 2024: minimum credits needed to graduate - 21.5 Class of 2025 and beyond: minimum credits needed to graduate - 22.5							
English Language Arts 4.0 credits	Social Studies 3.5 credits	Math 3.0 credits	Science 3.0 credits	Arts 1.0 credit	Health .5 credits	Physical Education .5 credits	Elective Class of 2024: 6.0 credits Class of 2025 & beyond: 7.0 credits

In Minnesota, students are required to complete two kinds of requirements by the time they graduate. Students must:

- Satisfactorily complete all state academic standards or local academic standards where state standards do not apply.
- Satisfactorily complete the state course credit requirements under Minnesota Statutes, section 120B.024.

Students with an individualized education program, Section 504 accommodation plan, or limited English proficiency needs may be eligible for testing accommodations, modifications, and/or exemption. For additional information, see the counselor or principal at your child's school.

Early Graduation

Students may be considered for early graduation after meeting the conditions provided in school district policy.

Graduation Procedures

- Duluth Public Schools students attending AEO or ALC may request to walk through the graduation ceremony where they previously attended prior to enrolling in AEO or ALC
- AEO and ALC staff will request information from their students regarding where the students plan to walk at the end of Semester 1
- ALC principal will provide the names of students at the start of Semester 2 to East or Denfeld in order to order graduation materials for students
- Final grades for AEO and ALC students must be to Denfeld and East by 8:00am Monday the week of graduation
- Students will receive a diploma from the school they attend at least 50% the last semester of 12th grade year

Postsecondary Enrollment Options (PSEO)

Postsecondary Enrollment Options (PSEO) is a program that allows 10th-, 11th- and 12th-grade students to earn both high school and college credit while still in high school, through enrollment in and successful completion of college nonsectarian courses at eligible participating postsecondary institutions. Most PSEO courses are offered on the campus of the postsecondary institution; some courses are offered online. Each participating college or university sets its own admissions requirements for enrollment into the PSEO courses. Eleventh and 12th-grade students may take PSEO courses on a full- or part-time basis; 10th graders are eligible to enroll in PSEO on a more limited basis (see note below). Students must meet the PSEO residency and eligibility requirements and abide by participation limits specified in Minnesota Statutes, section 124D.09. If a school district determines a pupil is not on track to graduate, she/he may continue to participate in PSEO on a term by term basis. Information about PSEO and more information can be found at education.mn.gov/MDE/dse/ccs/pseo.

Promotion and Retention

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent's decision will be final. The district has a variety of services to help students succeed in school. For more information, contact the school principal.

Multi-Tiered System of Supports (MTSS)

Duluth Public Schools implements a Multi-Tiered System of Supports to ensure needs of all learners are addressed. Every school has a team of staff dedicated to supporting student success. There are academic, social, emotional, and behavioral supports available at each school. Contact your child's teacher or principal for more information.

Summer School

The school district may provide summer school learning opportunities through the Duluth Area Learning Center. There are two options for summer school: seat-based summer school or credit recover through online classes. For more information about summer school, contact your counselor. 25

E-Squared

As part of the district's MTSS (Multiple Tiered Systems of Support) initiative to accelerate the performance of all students, we offer supplemental services in conjunction with other interventions and extensions for 3rd-5th grade students throughout the district. We use universal screeners to identify the highest 10% of grades 3-5 at each elementary site in math and ELA (English Language Arts). We then provide at least 10 hours per qualified subject area of intervention courses. These subject specific units offer project-based learning opportunities that focus on extending the grade-level standards and allow students the opportunity to collaborate, communicate and think critically with a small cohort of high achieving peers. All students have the opportunity to qualify for either or both math and ELA services.

English Language Learner Program

The English Language Learner (ELL) Program serves students who:

1. First spoke a language other than English, come from homes where a language other than English is usually spoken, or do not use English as a primary language

- AND -

2. Lack the necessary English skills to fully participate in classes taught in English

If you think your child requires ELL services, please contact your student's building principal. Immersion Language Programs

Duluth Public Schools is providing high quality language instruction in two different elementary immersion programs. Families interested in enrolling their child/children in the Misaabekong Ojibwe Immersion Program or Nueva Vision Spanish Immersion Program should contact Lowell Elementary School at 218-336-8895.

Parent Right to Know

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. Whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

PART III — RULES AND DISCIPLINE

Attendance

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability. For detailed information, see the "Student Attendance" policy (Appendix F).

Bullying Prohibition

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, are prohibited on school district property, at school-related functions or activities, on school transportation, and by misuse of

technology. For detailed information, see the school district's "Bullying Prohibition" policy (Appendix G).

Conduct on School Buses and Consequences for Misbehavior

26

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school district under administrative discipline procedures. All school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement. For further information on busing behavioral procedures see under Code of Conduct section.

Cell Phones and Other Electronic Communication Devices

The Duluth Public Schools holds high expectations for student behavior, academic integrity, and responsible use of existing and emerging technologies. Students who possess cell phones and other personal electronic devices at school or school-sponsored events shall demonstrate the greatest respect for the educational environment and for the rights and privacy of all individuals within the school community.

At Duluth Public Schools every school participates in Away for the Day, which means that students will not have access to their cell phones from 8:45AM (start of first period) to 3:15PM (after sixth period). We ask that families help by reinforcing this message at home. As always, our school has a landline phone in every class and office space so that a message can be delivered to a student during the day.

Students who have earbuds in, cellphones out of their locker or smart watches on during the school day will be asked to leave their devices at home for the remainder of the quarter.

Students also are prohibited from using a cell phone or other electronic communication device to engage in conduct prohibited by school district policies including, but not limited to, cheating, bullying, harassment, and gang activity. If the school district has a reasonable suspicion that a student has violated a school rule or law by use of a cell phone or other electronic communication device, the school district may search the device. The search of the device will be reasonably related in scope to the circumstances justifying the search. Students who use an electronic communication device during the school day and/or in violation of school district policies may be subject to disciplinary action pursuant to the school district's discipline policy. In addition, a student's cell phone or electronic communication device may be confiscated by the school district and, if applicable, provided to law enforcement. Cell phones or other electronic communication devices that are confiscated and retained by the school district will be returned in accordance with school building procedures.

Cell phone and camera use is prohibited in all bathrooms, locker rooms, and other areas where a student's privacy could be violated.

Discipline

Misbehavior by one student can disrupt the learning process for many other students. In addition, students must learn to practice good safety habits, value academic honesty, respect the rights of others, and obey the law. For detailed information on the Student Code of Conduct and consequences for violations, see the “Student Discipline” policy (Appendix E).

Dress and Appearance

The staff, students, parents, and the Duluth Public Schools community recognized the importance and necessity for students’ attire to be respectful and appropriate for school. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size. Duluth Public Schools expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District’s intent to sustain a community that is inclusive of a diverse range of identities.

The primary responsibility for a student’s attire resides with the student and their parent(s) or guardian(s). The school district supports student attire that reflects their personal style and identity; that fosters a welcoming, safe, and respectful environment for all students, and the dress code celebrates and embraces the diversity and inclusion of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size as long as it doesn’t interfere with the health, safety, and educational opportunities for students. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
 - All students and staff should understand that they are responsible for managing their own personal “distractions” without regulating individual students’ clothing/self-expression.
 - Student dress code should support school attendance and engagement.
 - Dress code violations should be addressed using student/body-positive language to explain the code.
 - Teachers should focus on teaching and students focus on learning without the distraction and often uncomfortable burden of addressing dress code violations.
 - Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.
1. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric.
 2. Student Must Wear, while following the basic principle of Section 1 above:
 - A Shirt (with fabric in the front, back and sides that covers the middle torso) AND
 - Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts) AND
 - Weather & activity appropriate shoes.
 3. Student May Wear:
 - Headwear, such as hats, may be worn during the school day provided the head covering complies with other district policies, does not interfere with the learning environment, and does not obscure the face or ears, except as a religious observance.
 - Staff may direct students to remove headwear that causes a disturbance or problems which interrupt an event, activity, or process to the learning environment.
 4. Students Cannot Wear:
 - Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed).
 - Bulky jackets/coats intended for outside wear and must be kept in the student’s locker during regular school hours.
 - Clothing that includes words or pictures that are obscene, vulgar, sexually explicit, convey sexual innuendo, abuse or discrimination, or which promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors and illegal on school property, will not be allowed.
 - Objectionable emblems, badges, symbols (including confederate flags & swastika’s), derogatory mascots, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to any group, evidences of gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals is not allowed.

Students who are in violation of the dress code will be asked to change clothes, cover up existing clothing if possible or go home to change so that they meet dress code. In the event a student must go home and change, the parent will be contacted. The student must sign in and out at the Attendance Office.

Drug-Free School and Workplace

The possession and use of alcohol, controlled substances, and toxic substances are prohibited at school or in any other school location before, during, or after school hours. Paraphernalia associated with controlled substances also is prohibited. The school district will discipline or take appropriate action against anyone who violates this policy.

District policy is not violated when a person brings a controlled substance that has a currently accepted medical treatment use onto a school location for personal use if the person has a physician's prescription for the substance except marijuana is not allowed on school property even if prescribed. Students who have prescriptions must comply with the school district's "Student Medication" policy. The school district will provide an instructional program in every elementary and secondary school on chemical abuse and the prevention of chemical dependency.

Harassment and Violence Prohibition

The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. Detailed information on the school district's "Harassment and Violence Prohibition" policy is included in this handbook (Appendix H).

Harassment, Violence, and Bullying Behavior

Duluth Public Schools is committed to creating and maintaining a learning and working environment where all individuals are treated with respect and dignity. Every Individual has the right to learn/work in an environment free of harassment, violence, and bullying behavior

Prevention — Preventing harassment, violence, and bullying behavior before it happens is always best. Prevention keeps us from experiencing adverse experiences in the first place, helps us focus on teaching and learning, and is an efficient and effective use of resources. Efforts to intentionally develop a positive school climate and create positive relationships will work to prevent harassment, violence, and bullying behavior. Furthermore, academic success is directly related to school engagement and school engagement associated with peer and adult support and relationships. Nothing has a more positive impact in the life of a child than positive relationships.

Suicide Prevention — The mental health of students in Duluth Public Schools is important. Mental health is defined as how a person thinks, feels, and acts in regards to their emotional, psychological and social well-being. It helps determine how we handle stress, relate to others, and make choices. One way you can maintain good mental health is by getting professional help when you need it. Sometimes a person may experience an emotional crisis and be in need of support now. The 988 Suicide and Crisis Lifeline provides free 24/7 confidential support for people in distress. If you or someone you know needs support now, call or text 988 or chat 988Lifeline.org. Duluth Public Schools, as part of state licensing, also provides educators with training opportunities to recognize the signs and symptoms of early onset child and adolescent mental illness as well as suicide prevention.

Preparation — Preparing students, staff, and families for adverse experiences is also an important part of creating safe and welcoming environments for everyone. We should know what to do and have a plan in place to do it well. Preparation includes teaching students about these behaviors, the roles that people fulfill in an incident, what to do, and how to report it.

Response — When harassment, violence, or bullying behavior is reported or witnessed, responses include telling the person to stop, creating separation and safety, investigating incidents, planning and implementing interventions, and informing others. Each situation is unique and may require different and unique interventions, including student conferencing, parent involvement, school discipline, connection to other resources, and restorative practices.

Recovery — Even when prevention is done well and we prepare and respond effectively, students may still benefit from support and assistance in recovering from incidents of harassment, violence, and bullying behavior. Helping students recover may look different from child to child and from school to school. Schools have resources available in a crisis and can help families connect to on-going supports in the community. All schools have co-located mental health services. The focus of recovery is to return students back to regular school activity in a safe and welcoming environment.

Positive Behavioral Interventions and Supports (PBIS) — Positive Behavioral Interventions and Supports (PBIS) is an evidenced-based framework for proactive teaching of social emotional and behavioral instruction as well as supporting all students' social, emotional and behavioral needs. This approach helps schools create and sustain effective and culturally-inclusive environments that support academic and social, emotional and behavioral success for all students. Duluth Public Schools uses PBIS foundations to teach school-wide expectations and social emotional learning for all students. PBIS also positively recognizes students who meet those expectations. Additional social, emotional, or behavioral supports are provided to students as needed to ensure that students receive the services they need to meet the social emotional behavioral standards as set forth by the Minnesota Department of Education. PBIS also encourages the use of non-exclusionary discipline approaches such as utilizing a restorative approach for addressing student behavioral challenges.

Within each school, the following systems and practices are foundational to PBIS implementation:

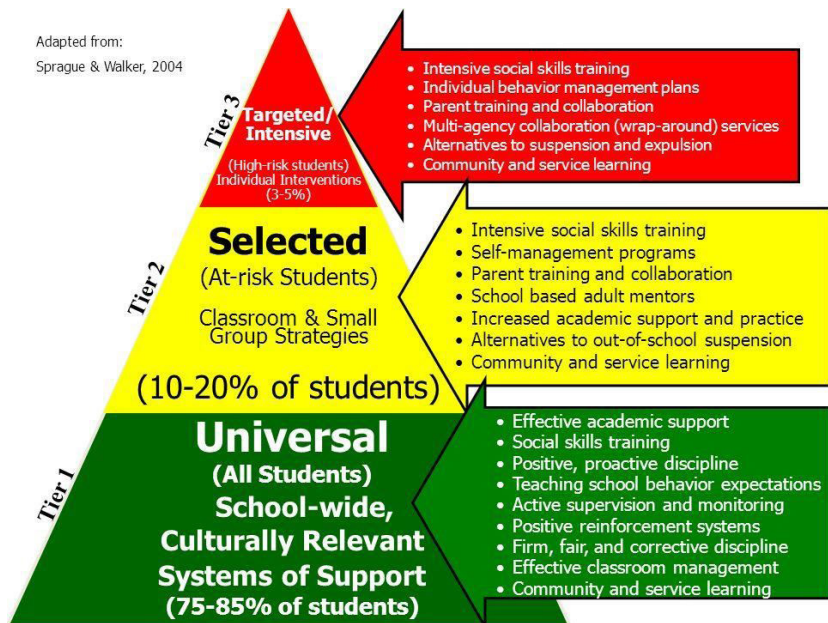
- Each school creates clear and consistent school-wide expectations that promote positive behavior. These expectations, which reflect the school com-

munity, values and culture, are defined, taught, modeled, reinforced and (when necessary) retaught.

- Schools also use data to guide how they teach and reinforce the expectations for individual students, groups of students, whole classrooms and school-wide.
- Social emotional learning skills are taught to all students.
- A continuum of evidence-based interventions is integrated and utilized to support the social, emotional, and behavioral success of all students.
- Data is used to identify students in need of additional social, emotional or behavioral support and match them to interventions or support needed.
- A school climate survey is administered twice annually in our schools to gather information from students, families, and staff in order to further develop our PBIS practices and systems to better meet the needs of our students and promote a positive school environment.
- Each school continually collects data and refines its systems and practices as needs change. The goal is to provide positive and equitable social, emotional, behavioral, and academic outcomes for all students.

29

Each school designs a three-tiered system that is aligned with the district's strategic direction:



Tier 1: All students are involved in learning about the school and classroom behavior expectations as well as foundational social emotional learning skills to meet the social emotional learning competencies as laid out by the Minnesota Department of Education. Staff members teach, model and reinforce these expectations and skills throughout the course of the school year.

Tier 2: Some students receive additional intervention or support for their needs. This may occur at times in a small group setting or within the classroom.

Tier 3: A few students receive individualized or more intensive interventions and support based on their needs, after less intensive levels of intervention have been tried.

Restorative Practices — Restorative Practices are both proactive as well as responsive interventions that are used to foster an equitable and positive school culture where relationships are central. Restorative practices are a continuum of support and may include things like proactive and community building circles, using affective statements in interactions, using restorative questions, responsive circles, conferencing, short impromptu conversations, thinking sheets, etc. In this approach, relationships are the most important way we learn about the world and ourselves.

Some schools are implementing Restorative Practices school-wide as a way to proactively build community among stakeholders. All schools have support staff trained in restorative practices in order to be able to respond to members of our school community when harm has been caused through utilizing a restorative approach. Restorative practices may replace traditional ways of approaching student behavior but still provide a space for accountability to occur through conversation when harm has been caused. In a restorative school community we believe:

- Everyone in the school community has something to contribute and deserves the right to be heard.
- We are all connected to one another.
- All of us want to have meaningful relationships with others.
- We all have talents and gifts we bring to school.
- It takes time, habits and support to build and maintain positive relationships.
- Learning can happen through conversation and through relationships.
- That empathy, kindness, caring, and good communication skills can develop through the use of restorative practices.

Social-Emotional Learning (SEL) — Social and Emotional Learning is how children and adults learn how to manage emotions, set and achieve positive

goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Departments across the district work collaboratively to support social-emotional learning. A school may choose to implement a specific Social-Emotional Learning program(s) to support academic and social success. Social-emotional learning is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success.

CASEL's definition — We define social and emotional learning (SEL) as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Minnesota Department of Education has adopted CASEL's social emotional learning 5 competencies:



Mental Health & Wellness — Mental Health refers to how a person thinks, feels, and acts in regards to their emotional, psychological, and social well-being. It helps determine how we will handle stress, relate to others, and make choices. The Duluth School District supports student mental health by creating social and emotional learning opportunities in addition to supporting access to mental health services through internal supports as well through community based providers. These supports strive to create a safe learning environment, maximize collaboration between students and adults, create trusting relationships, and empower students to do their best.

Reporting Harassment, Violence, and Bullying Behavior — Harassment, violence, and bullying behavior is a concern across our nation and here in Duluth. Reducing this behavior is important to Duluth Public Schools and we take any allegations of this seriously.

Any time you witness or are involved in a situation involving harassment, violence, or bullying behavior it is important to report it. Help is available. Speak with your teacher, school principal, or another trusted adult at school, home, or in your community.

- If someone is hurting you verbally or physically, tell them to stop, walk away, and tell an adult
- Report it right away. A prompt response increases safety, reduces response time, and improves the results of the investigation and intervention. Reporting forms can be located at the back of this handbook or online at www.isd709.org.
- Be specific. Share who was with you or might have seen something, who said or did what, and when and where it happened. Keep text messages and social media posts that contain harassing, violent, or bullying behavior so you can show them to an adult at school.

Minnesota Law — Minnesota has passed the Safe Schools Act.

Hazing Prohibition

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy. Please see the school district's "Hazing Prohibition" policy (Appendix I).

Internet Acceptable Use

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational+ purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the school district's system is

a privilege, not a right. Unacceptable use of the school district's computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

31

A copy of the school district's "Internet Acceptable Use" policy is available at the Office of the Superintendent or on the website at www.isd709.org/about-us/policies.

Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. Identify each curriculum, testing, or assessment technology provider with access to educational data;
2. Identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
3. Include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

Students will receive a copy of the school district's "Internet Acceptable Use" policy and are expected to understand and agree to abide by the policy as a condition of use of the school district's computer system. All students who wish to use the school district's computer system must sign the Blended Learning 1:1 Agreement form annually.

Parking on School District Property

Students

The school district allows limited use and parking of motor vehicles by students in school district locations subject to the following rules:

Parking a motor vehicle on school property during the school day is a privilege;

- Parking is permitted in designated areas only, by permit. For information, contact your school.;
- Students are not permitted to use motor vehicles during the school day in any school district locations unless an emergency occurs and permission has been granted to the student by the school administration;
- Students are permitted to use motor vehicles on the high school campus(es) only before and after the school day;
- Unauthorized vehicles parked on school district property may be towed at the expense of the owner or operator.

The school district may conduct routine patrols of school district properties and inspections of the exteriors of the motor vehicles of students. Interiors of students' vehicles in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. If a search yields contraband, school officials may seize the item and may turn it over to legal authorities when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the school district's "Student Discipline" policy (Appendix E). Please see the parking agreement/permit application form for specific site related information.

Visitors

Visitors are permitted to park in designated school district visitor parking areas. Unattended vehicles left in other locations on school district property may be towed at the owner's expense.

Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline. For detailed information on the school district's "Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction" policy, see Appendix J. Contact the building principal if you have questions or wish to report violations.

A limited exception to the tobacco prohibition exists for adult members of an Indian tribe, as defined under Minnesota law, who may light tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony.

Vandalism

Vandalism of any district property is prohibited. Violators will be disciplined and may be reported to law enforcement officials.

32

Weapons Prohibition

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. 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; numchucks; 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. A weapon also includes look-alike weapons. Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis. For a copy of the “School Weapons” policy, visit isd709.org/about-us/policies.

Standards of Conduct

Standards of conduct are developed to ensure a safe, equitable and welcoming environment that fosters growth in relationships, academics, social-emotional competency and life skills. We believe these are achieved through a culture that promotes positive relationships, mutual respect, repairing harm, and a belief in the potential of all members while engaging with families and community as partners.

Disciplinary policies within the elementary and secondary schools shall be enforced within the general guidelines as set forth in the grid below. These guidelines are designed to prevent student’s inappropriate behavior from recurring through use of environmental, instructional, and/or restorative intervention and represent the majority of incidents that occur in schools. However other incidents may occur which warrant disciplinary action.

These guidelines describe the various administrative actions that may be taken for incidents that violate school district standards of conduct and/or the law. The listing of guidelines does not require that a ‘step by step’ progression of increasing severity be employed by an administrator when addressing an incident.

Behavioral incidents requiring Office intervention will be documented as an office discipline referral in Infinite Campus under the student behavior tab. Out of school suspension is used for the purpose of creating separation and safety for further investigation and intervention planning in response to a behavioral incident. At all age levels, use of suspension should be paired with environmental, instructional, and/or restorative intervention. For students with a history of violent behavior, staff will be notified per Policy 5022.

The Principal's discretion regarding the enforcement of policy will be used when age, culture, and development/ability are factors in behavioral issues. There should be a logical relationship between the severity of the offense and the administrative action. Behaviors are grouped into four levels for the purpose of consistency and organization. Some behaviors will be severe or egregious enough to warrant disciplinary actions corresponding with a higher level. The Assistant Superintendent will be consulted if any site desires to implement discipline which exceeds the minimum guidelines.

Busing infractions will follow the four levels listed below based on the incident and additional discipline will follow the Code of Conduct. Separately or in addition to, bus conduct can result in removal from the bus.

Duluth Public Schools Major & Minor Behavior

	LEVEL	TYPE OF BEHAVIOR	ACTION	MANAGED BY
MINOR	1	Incidental Violations	Not Recorded	Staff/Teacher
	2	Minor Violations	Minor Referral Form	Staff/Teacher
MAJOR	3	Major Violations	Major Referral Form	Staff/Administration
	4	Unlawful Violations	Major Referral Form	Administration/Office

Staff/Teacher Managed		Administration/Office Managed	
<p>Level 1 - Incidental Doesn't significantly violate the rights of others. Doesn't put others at risk. Not chronic.</p> <ul style="list-style-type: none"> • Consensual display of affection • Dress Code • Horseplay • Loud noise • Minor arguments • Missing homework • Noise making • Out of seat • Refusal to follow directions (non chronic) • Running in hallway • Transportation (see charts below) • Unprepared for class • Unapproved Food & Drink 	<p>Level 2 - Minor Doesn't significantly violate the rights of others. Doesn't put others at risk.</p> <ul style="list-style-type: none"> • Academic dishonesty • Avoiding staff • Cell phone violation • Defiance • Disrespect • Disruption • Inappropriate language • Interruptions • Leaving assigned area • Misuse of technology • Property misuse • Refusal to follow directions • Refusal to participate in class • Transportation (see charts below) 	<p>Level 3 - Major Violates the rights of others. Puts self or others at risk, or chronic</p> <ul style="list-style-type: none"> • Attendance issues • Bullying/Cyberbullying • Extortion • Forgery/plagiarism • Gambling • Gang display • Harassment • Hazing • Intimidation • Leaving building without permission • Minor property damage/vandalism • Photographic or recording misuse • Physical aggression • Record and identification falsification • Repeated or prolonged defiance or disrespect • Technology violation • Theft • Threats/intimidation • Tobacco • Transportation (see charts below) • Verbal aggression/abusive language 	<p>Level 4 - Unlawful Unlawfully violates the rights of others. Puts self or others at risk, or are chronic.</p> <ul style="list-style-type: none"> • Arson • Assault • Bomb threats • Fighting • Gang activity • Homicide • Illegal or prescription drug, alcohol possession • Pyrotechnics • Robbery • Sexual assault • Significant property damage/vandalism • Transportation (see charts below) • Terroristic threats • Trespassing • Weapon possession

Note for reader: Behavior can be challenging to define & quantify. For some of these listed behaviors the severity, frequency, or duration may impact where it should be listed under. In cases that pose as challenging or confusing, please reach out to the administrator. **Just as in the Code of Conduct, administration discretion must be taken into account.**

K-3 Behavior Violations and Leveled Response				
	Level 1 — Incidental	Level 2 — Minor	Level 3 — Major	Level 4 — Unlawful
Incident 1	Behaviors are managed by the person supervising the area, no office discipline referral needed	Conference with student; document as a minor behavior	Conference with student; Notification of parent(s) and/or guardian(s); document as a major behavior	Notification of parent(s) and/or guardian(s); consideration of a restorative intervention; possible referral to building resources; possible IIU report Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion
Incident 2	Behaviors are managed by the person supervising the area, no office discipline referral needed	Conference with student; Notification of parent(s) and/or guardian(s); document as a minor behavior	Conference with student; Notification of parent(s) and/or guardian(s); document as a major behavior	Notification of parent(s) and/or guardian(s); consideration of a restorative intervention; possible referral to building resources; possible IIU report Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion

K-3 Behavior Violations and Leveled Response

Incident 3	Behaviors are managed by the person supervising the area; a office discipline referral may be needed; consideration of parent notification and/or staff intervention	Conference with student; Notification of parent(s) and/or guardian(s); document as a minor behavior; possible referral to building resources	Notification of parent(s) and/or guardian(s); consideration of a restorative intervention; possible referral to building resources; document as a major behavior	Notification of parent(s) and/or guardian(s); consideration of a restorative intervention; possible referral to building resources; possible IIU report Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion
-------------------	--	--	--	---

**Chronic or repeated offenses in a certain behavioral level may result in discipline listed from a higher behavioral level and/or extension of response.*

4-5 Behavior Violations and Leveled Response

	Level 1 — Incidental	Level 2 — Minor	Level 3 — Major	Level 4 — Unlawful
Incident 1	Behaviors are managed by the person supervising the area, no office discipline referral needed	Conference with student; document as a minor behavior	Conference with student; Notification of parent(s) and/or guardian(s); consideration of 1 day suspension and/or restorative intervention; document as a major behavior	Notification of parent(s) and/or guardian(s); consideration of 1-2 day suspension and/or restorative intervention; possible referral to building resources; possible IIU report Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion
Incident 2	Behaviors are managed by the person supervising the area, no office discipline referral needed	Conference with student; Notification of parent(s) and/or guardian(s); document as a minor behavior	Notification of parent(s) and/or guardian(s); consideration of 1-2 day suspension and/or restorative intervention; document as a major behavior	Notification of parent(s) and/or guardian(s); consideration of 1-3 day suspension and/or restorative intervention; possible referral to building resources; possible IIU report Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion
Incident 3	Behaviors are managed by the person supervising the area; a office discipline referral may be needed; consideration of parent notification and/or staff intervention	Conference with student; Notification of parent(s) and/or guardian(s); document as a minor behavior; possible referral to building resources	Notification of parent(s) and/or guardian(s); consideration of 1-3 day suspension and/or restorative intervention; possible referral to building resources; document as a major behavior	Notification of parent(s) and/or guardian(s); consideration of 1-5 day suspension and/or restorative intervention; possible referral to building resources; possible IIU report Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion

**Chronic or repeated offenses in a certain behavioral level may result in discipline listed from a higher behavioral level and/or extension of response.*

6-12 Behavior Violations and Leveled Response

	Level 1 — Incidental	Level 2 — Minor	Level 3 — Major	Level 4 — Unlawful
Incident 1	Behaviors are managed by the person supervising the area, no office discipline referral needed	Conference with student; document as a minor behavior	Conference with student; Notification of parent(s) and/or guardian(s); consideration of 1-2 day suspension and/or restorative intervention; document as a major behavior Consideration to refer to law enforcement	Notification of parent(s) and/or guardian(s); consideration of 1-5 day suspension and/or restorative intervention; possible referral to building resource Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion
Incident 2	Behaviors are managed by the person supervising the area, no office discipline referral needed	Conference with student; Notification of parent(s) and/or guardian(s); document as a minor behavior	Notification of parent(s) and/or guardian(s); consideration of 1-3 day suspension and/or restorative intervention; document as a major behavior Consideration to refer to law enforcement	Notification of parent(s) and/or guardian(s); consideration of 1-5 day suspension and/or restorative intervention; possible referral to building resource Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion
Incident 3	Behaviors are managed by the person supervising the area; a office discipline referral may be needed; consideration of parent notification and/or staff intervention	Conference with student; Notification of parent(s) and/or guardian(s); document as a minor behavior; possible referral to building resources	Notification of parent(s) and/or guardian(s); consideration of 1-5 day suspension and/or restorative intervention; possible referral to building resources; document as a major behavior Consideration to refer to law enforcement	Notification of parent(s) and/or guardian(s); consideration of 1-5 day suspension and/or restorative intervention; possible referral to building resource Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion

**Chronic or repeated offenses in a certain behavioral level may result in discipline listed from a higher behavioral level and/or extension of response.*

Transportation Behavior Levels and Consequences

See Major and Minor list above for offenses correlating to certain behavioral levels. The bus is a continuation of the classroom. **Note for reader:** Behavior can be challenging to define & quantify. For some of these listed behaviors the severity, frequency, or duration may impact where it should be listed under. In cases that pose as challenging or confusing, please reach out to the administrator. **Just as in the Code of Conduct, administration discretion must be taken into account.** Transportation department will notify school sites within 24 hours. School personnel may include site clericals, administration, and/or support staff.

	Level 1 — Incidental	Level 2 — Minor	Level 3 — Major	Level 4 — Unlawful
Incident 1	Addressed with de-escalation, support and/or direction	Conference with student; document as a minor behavior	Notification of School Personnel; Parent Notification; Document behavior	Notification of School Personnel; Parent Notification; Document behavior; Possible 1-5 day bus suspension Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion

Incident 2	Addressed with de-escalation, support and/or direction	Addressed with de-escalation, support and/or direction; and/or notification of school personnel	Notification of School Personnel; Parent Notification; Document behavior	Notification of School Personnel; Parent Notification; Document behavior; Possible 1-10 day bus suspension Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion
Incident 3	Addressed with de-escalation, support and/or direction; and/or notification of school personnel	Addressed with de-escalation, support and/or direction; and/or notification of school personnel	Notification of School Personnel; Parent Notification; Document behavior; Possible 1-5 day bus suspension	Notification of School Personnel; Parent Notification; Document behavior; Possible 1-10 day bus suspension Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion
Incident 4	Addressed with de-escalation, support and/or direction; and/or notification of school personnel	Addressed with de-escalation, support and/or direction; and/or notification of school personnel; document repeated behavior	Notification of School Personnel; Parent Notification; Document behavior; Possible 1-5 day bus suspension	Notification of School Personnel; Parent Notification; Document behavior; Possibility of bus privileges being revoked for up to a school year Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion
Incident 5	Addressed with de-escalation, support and/or direction; and/or notification of school personnel	Notification of School Personnel; Parent Notification; Document repeated behavior; Possible 1-2 day bus suspension	Notification of School Personnel; Parent Notification; Document behavior; Possible 1-10 day bus suspension	Notification of School Personnel; Parent Notification; Document behavior; Possibility of bus privileges being revoked for up to a school year Consideration and in certain instances required to refer to law enforcement and/or referral to expulsion

Behavior Levels and Definitions

LEVEL 1

Behaviors are safe but disruptive to learning and addressed with simple de-escalation, support and/or direction

- Staff use school wide and classroom practices to promote the development and use of behaviors that contribute to a safe, equitable, and welcoming school
- Staff observe the behavior, use a range of strategies to support the student(s) or de-escalate the situation, determine communication and documentation
- Behaviors are managed by the person supervising the area, no office discipline referral needed - referred as 'teacher managed' or 'incidental' behavior and not addressed further in this grid.

LEVEL 2

Behaviors that do not significantly violate the rights of others. Doesn't put others at risk.

37

- Staff observe behavior, use a range of strategies to support the student(s) or de-escalate the situation, gain assistance if needed, write a 'minor' office referral, and use supportive and/or restorative practice intervention as needed
- A more focused behavioral response or targeted intervention beyond response to the immediate incident may be warranted depending on the situation.

Behavior and Description

ACADEMIC DISHONESTY - A student shall not cheat in any form on school grounds or in any school related activity. This includes plagiarizing (copying from print, the Internet, or other electronic resources, purchasing or copying another person's work, and paraphrasing without citing the source).

CELL PHONES OR ELECTRONIC MOBILE DEVICES - Students may not use cell phones or personal electronic mobile devices during class time unless it is determined by the teacher that it is required for curriculum/course content. School will not be responsible for lost, damaged or stolen devices. School administration will not spend time investigating any lost or stolen electronic devices

DISRUPTIVE/DISORDERLY CONDUCT AND INSUBORDINATION - A student shall not participate in actions, on or off campus, that interfere with the rights of others to an education, instruction, and/or with the effective operations of the school. Such actions include but are not limited to: Disruption: Any behavior that significantly interrupts the education, instruction or effective operations of the school and or classroom (and is not better coded as another behavior). Some examples of disruptive behavior include: Offensive language or gestures, profanity, explosive outbursts or rage. Leaving the classroom without permission or school grounds without proper authorization. Consensual intimate sexual behaviors. Distributing unauthorized materials on school property. Play-fighting, which can appear real and/or alarm students and staff and/or lead to real conflicts or injuries. Insubordination: Persistent refusal to follow school rules or regulations, persistent refusal to follow directions given by a staff member or persistent confrontational and aggressive arguing with a staff member.

This also includes: avoiding staff, inappropriate language, interruptions in class, leaving assigned area, refusal to follow directions, and refusal to participate in class.

PROPERTY MISUSE - Inappropriate use of equipment and school property, such as (but not limited to) computers, textbooks, music equipment, etc

MISUSE OF TECHNOLOGY - This includes being off-task, treating Chromebooks carelessly and airdropping material without permission

MOTOR VEHICLE INFRACTIONS -

1. Parking - A student shall not park in an unauthorized area on school property or park on school property without a valid school permit, or violate any school district policy with his/her vehicle. 2. Reckless or Careless Driving - A student shall not drive on or near school property in such a manner as to endanger persons or property. 3. Student vehicles may not display or promote illegal activities or substances. This includes any symbols or graphics that are affiliated with hate groups (Example: confederate flag or swastika).

LEVEL 3

Behavior that may be illegal, disrupts the educational environment, student learning or staff working with significant risk of/harm to self or others.

- Staff observe behavior, gain assistance, de-escalate the situation, ensure separation and safety, write office referral and use support intervention and/or restorative practice intervention as needed.
- Out of School Suspension, if used, is for the purpose of safety and intervention planning

Behavior and Description

BULLYING - Bullying means intimidating, threatening, abusive, or harming conduct that is objectively offensive and: • There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and • The conduct is repeated or forms a pattern; or • The conduct materially and substantially interferes with a student's educational opportunities, performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. Note: Bullying and conflicts are different. Conflicts are to disagree, argue, or fight. Conflicts have an increased balance of power, are usually spontaneous, and mutual. See the Bullying Prohibition Policy 514 for further information.

CYBER BULLYING - Cyber Bullying means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data – including a post on a social network, website, or forum – that is transmitted through a computer, cell phone, or other electronic device. See "Bullying" violation or for bullying definition the Bullying Prohibition Policy 514 for further information

EXTORTION - A student shall not obtain property from another by verbal intimidation.

FORGERY/PLAGIARISM - Academic dishonesty including, but not limited to, copying the work of others on school assignments or tests and using the ideas or writings of another person without giving due credit to the creator of the work. This includes work accessed digitally.

GAMBLING - A student shall not gamble in any form on school grounds or at any school related activity.

Gang Display

HARASSMENT - Physical or verbal conduct that: Has the purpose or effect of creating an intimidating, hostile, or offensive work, business, or academic environment. Or, has the purpose or effect of substantially interfering with an individual's work, business, or academic performance. Harassment may be sexual, related to "protected groups" (Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any and All Other Protected Groups as identified by state and/or federal statute) or general. Refer to Policy 413 and Regulation 413R Prohibiting Harassment and Violence for further information.

HAZING - "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition. Refer to Policy 526 Hazing Prohibition.

INTIMIDATION/THREAT - A student shall not use words or gestures to intimidate or incite fear in another person. Note: Differentiate from harassment with consideration of any sexual comments or behavior and/or inclusion or perceived inclusion in any "protected group". Note: As with all investigations regarding student behavior, include contextual factors and cultural considerations in the investigation, determination and resolution of any potential threat or act of intimidation.

LEAVING SCHOOL BUILDING/GROUNDS WITHOUT PERMISSION - Leaving school building/grounds during school hours without staff permission

MINOR PROPERTY DAMAGE/VANDALISM - Intentional damage to property belonging to or used by the school district. This also includes intentional damage to hardware, software or other equipment belonging to or used by the school district; or Intentional damage to the property of staff members or others.

PHOTOGRAPHIC OR RECORDING DEVICE MISUSE - Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. Use of device that incites or encourages violence is prohibited. This prohibition includes the distribution of a picture(s)/recording that impinges upon the personal privacy of another. Also included is the creation, possession, or dissemination of sexually explicit images, videos, text messages or emails, usually by digital medium. Receipt of inappropriate data should be reported to Administration immediately. Use of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process dependent upon severity of violation. Upon investigation by administration evidence may be reported to law enforcement and/or St. Louis County Initial Intervention Unit (IIU).

PHYSICAL AGGRESSION - An intentional act by a student resulting in bodily harm

COMPUTER - Data tampering, unauthorized use of data, violations of Policy 3187-Use Policy for Internet Access and Regulation 3187R - Internet Use Regulations (e.g. software modification or copyright violation, any attempt to install or use software that has not been approved by the district, violation of district network security, hardware damage/vandalism, etc.) is prohibited.

RECORD AND IDENTIFICATION FALSIFICATION - A student shall not falsify signatures or data, refuse to give proper identification, give false identification when requested to do so by a staff member, or give a false name or date of birth to police.

THEFT - A student shall not intentionally take, use, transfer, conceal, or retain possession of personal property of another without the other's consent and with intent to deprive the owner permanently of possession of the personal property.

THREATS/INTIMIDATION - Any expression of intention to cause harm or violence to another person or another's property that is delivered by someone in immediate physical proximity to the person being threatened. The potential for immediate harm or violence must exist.

TOBACCO - Smoking and the use of tobacco products or tobacco related devices including electronic cigarettes shall be prohibited on school district facilities. School district facilities include school buildings, school grounds, school owned and leased vehicles, and sites leased by the school district. No one will use tobacco products or tobacco related devices while in or on school district facilities. In addition, it is prohibited to have tobacco products or tobacco related devices in public sight while in or on school district facilities. Exception - (MN Statute 144.4169) It shall not be a violation of this policy for an American Indian adult to light tobacco in a public school as part of a traditional Indian spiritual or cultural ceremony, or to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support. It shall not be a violation of this policy for an American Indian student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of the student's parent or guardian and with written or verbal notice to the site administrator or principal.

VERBAL ABUSE - A student shall not engage in name calling, insults, or otherwise obscene or harmful language/comments directed at someone or a group of people. Note: Need to differentiate from threats, bullying, harassment, and disruption/insubordination.

LEVEL 4

Behavior that is considered illegal or disrupts the educational environment, student learning, or staff working with risk of/severe harm to self or others

- Staff observe behavior, gain assistance, de-escalate the situation, ensure separation and safety, contact support staff and/or authorities, write office referral and use support intervention and/or restorative practice intervention as needed.
- Out of School Suspension is used for the purpose of safety and intervention planning.
- Consider expulsion.

Behavior and Description

ALCOHOL - A student shall not possess, use, transmit, or be under the influence of alcoholic beverages of any kind: • On school grounds immediately before, during, or after school hours. • On school grounds at any time when the school is being used by any school group. • Off school grounds at a school activity, function, or event. • On any district-provided transportation. In a school zone as defined by Minnesota Statutes.

ARSON - 1. "Arson" is the intent or intentional destruction of or damage to any school building, school or personal property, injury to persons by means of fire or explosives. This includes all behaviors within the 'school zone' on school-sponsored/supervised activities. 2. Failure to exercise ordinary caution resulting in fire within any area identified in #1 above, damage to school or personal property, or injury to person(s). 3. False alarm or tampering with any part of a fire suppression system (including, but not limited to sprinklers, fire alarms, smoke detectors, fire extinguishers, or any other part of the fire suppression system). Giving a false alarm (police, fire, ambulance, 911) or tampering or interfering with any fire alarm system. 4. Matches, lighters, and other fire starting materials are not allowed on school premises.

ASSAULT - "Assault" is acting to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another
ASSAULT SEXUAL - "Sexual Assault" means "sexual contact" or "sexual penetration" without "consent," as those terms are defined in Minnesota Statutes Section 609.341.
BOMB - A student shall not possess or commit crimes of violence using explosive devices including, but not limited to, bombs, grenades, rockets and mines. This also means devices that produce a chemical reaction that result in destruction
BOMB THREAT - A student shall not threaten directly or indirectly, to commit any crime of violence with purpose to cause an emergency response of a school building or grounds or a school-related activity.
FIGHTING - "Fighting" is mutual combat in which both parties have contributed to the situation by verbal and/or physical action
GANG ACTIVITY - Gang activity is strictly prohibited. A "gang" is herein identified as any group that participates in disruptive, intimidating, illegal, and/or violent activities as defined in this policy. This includes gang symbols, gestures, and attire.
HOMICIDE - A student shall not commit homicide, which means the killing of one human being by the act, procurement, or omission of another.
ILLEGAL DRUG, PRESCRIPTION DRUG , - A student shall not possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, intoxicants of any kind, look-alike drugs, or substances that may have the appearance of an illegal substance, such as catnip, oregano, flour, saccharin, or other items or paraphernalia: • On school grounds immediately before, during, or after school hours. • On school grounds at any time when the school is being used by any school group. • Off school grounds at a school activity, function, or event. • On any district-provided transportation. • In a school zone as defined by Minnesota Statutes.
CONTROLLED SUBSTANCE (Prescription) - A student shall not possess, use, transmit or be under the influence of a controlled substance that is not prescribed to the student by a licensed health care professional: • In a school zone as defined by Minnesota Statutes immediately before, during, or after school hours. • On school grounds at any time when the school is being used by any school group. • Off school grounds at a school activity, function, or event. • On any district-provided transportation. Refer to Regulation 6180R – Procedures of Administration of Medication During the School Day
PYROTECHNICS - A student shall not possess or detonate fireworks
ROBBERY - A student shall not obtain property from another by use of force or threat of force.
TERRORISTIC THREATS - A student shall not threaten to commit any crime of violence with the purpose to terrorize another person(s).
TRESPASSING - A student shall not be physically present in a school building without permission, after being requested to leave by a school official, or after suspension or expulsion.
VANDALISM/PROPERTY RELATED - 1. A student shall not willfully cut, deface, or otherwise damage in any way any property, real or personal. This includes school buses. 2. A fee will be charged for lost or destroyed textbooks, workbooks, library books or other school property.
WEAPON - "Dangerous weapon" means any firearm, whether loaded or unloaded, knives, stun guns, martial arts instruments, mace, any device designed as a weapon, or any other device or instrument which in the manner it is used or intended to be used is likely to produce death or great bodily harm. This includes any lookalike object that may have the appearance of a weapon or dangerous instrument. A student shall not knowingly possess, store, handle, transmit, use, or encourage or aid any other student to possess, store, handle, or transmit these weapons in: • Any school building. • On any school premises. • On any school-provided transportation. • Off the school grounds at any school-related activity, event, or function. • In a school zone as defined by Minnesota Statutes.

Definitions of interventions and Disciplinary Actions

ANTECEDENT BASED & ENVIRONMENTAL INTERVENTIONS - Ways to change the environment that promote an increase of pro-social behaviors and simultaneously reduce the possibility of challenging behaviors to occur.

DETENTION - A student may be asked to come before school, stay in during lunch/recess, or remain after school by a teacher or principal for the purpose of correcting a violation. Any student who is instructed to report before or after school but is unable must obtain permission from the teacher or principal. Reasonable attempts will be made to contact parent(s) or guardian(s) prior to implementation.

EXPULSION OR EXCLUSION - "Expulsion" means a School Board action to prohibit an enrolled student from further attendance for up to twelve months from the date the student is expelled. "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. Expulsion and exclusion proceedings shall be in accordance with M.S. 121A.41, The Pupil Fair Dismissal Act. A School Board may expel for a period of at least one year a student who is determined to have brought a firearm to school. For the purposes of this section, a firearm is as defined in United States Code, Title 18, Section 921. In accordance with M.S. 121A.41, The Pupil Fair Dismissal Act, a student and his/her parent(s) or guardian(s) shall be served personally or by mail with notice of the expulsion hearing. The hearing will be held within ten days of service of the written note, unless continued pursuant to the statute. The recommendation of the hearing officer shall be made to the School Board within two days of the end of the hearing. The decision of the School Board shall be rendered at a special meeting within five days after receipt of the recommendation of the hearing officer. The student shall receive due process as set forth in M.S. 121A.41, The Pupil Fair Dismissal Act.

IN-SCHOOL SUSPENSION - An action by school administration where a child is temporarily removed from his or her regular classroom(s) but remains under the direct supervision of school personnel.

OFFICE INTERVENTION - Any disciplinary intervention resulting from a violation of district standards of conduct applied by building administration.

OUT-OF-SCHOOL SUSPENSION - An action by school administration prohibiting a student from attending school for a period of no more than 10 days. Each suspension action may include a re-entry meeting and readmission plan.

40

PARENT(S) OR GUARDIAN(S) CONFERENCE - A parent(s) or guardian(s) conference is required if a student has committed a serious rule violation or has been suspended out of school. If a parent or guardian is unable to be present, the principal shall contact the parent(s) or guardian(s).

REFERRAL TO SCHOOL BEHAVIOR TEAM OR CHILD STUDY TEAM - Schools use a multi-tiered system of support. Students can be referred to a small school team for academic or social-emotional-behavioral interventions. The process varies a bit at each school but includes a brief meeting, determining an intervention, trying it for approximately 30 school days, and reviewing outcomes.

REFERRAL TO COMMUNITY SERVICE(S) - School staff may work with parents or guardians to support the consideration of accessing community services. The process of helping a family connect to a community service, sharing information (with permission), or making introductions to a community service are all part of a "referral".

REFERRAL TO JUVENILE AUTHORITIES - If a student's behavior may be a violation of law, the principal or designated representative may contact juvenile authorities or police. If the officer indicates that he/she is arresting the student, with or without a warrant, he/she shall have complete jurisdiction and responsibility in the matter and the principal shall not interfere with the student's removal from the building. The student will, in all cases, be accorded the rights of due process.

RESTORATIVE PRACTICES - Restorative practices are an approach used with students that promotes inclusivity of all through relationship-building and problem-solving. Methods such as circles, restorative chats, mediations and conferencing may be used to resolve issues or conflicts as they arise and to bring those harmed, those who harmed, and their supports together to address any wrongdoings. Through this process, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm. Unlike punishment, when using restorative practices we attempt to resolve issues "with" students rather than doing something "to" them or "for" them.

RISK SCREENING & REFERRAL FOR ASSESSMENT - Students deemed to be a threat to themselves and/or others may be asked to undergo a risk screening and/or formal risk assessment by a district approved mental health professional before being readmitted to school.

REFERRAL TO BUILDING AND DISTRICT RESOURCES - Referral to building and district resources is to be made by school personnel, parent(s) or guardian(s), or community agencies. The parent(s) or guardian(s) shall be consulted if any special services are to be made available to a student. Reasonable attempts will be made to contact parent(s) or guardian(s) regarding referrals to building and district resources.

REMOVAL FROM CLASS - All students have the right to learn and teachers the right to teach. Disruption to the learning process may result in the loss of privilege to remain in the class. This removal is limited to a reasonable time-frame to be reinstated upon an agreed solution with the instructor and principal as necessary. Students shall be allowed the privilege of making up daily work, including tests and final exams, upon their return to class. Removal from class or dismissal for the day of students with disabilities is also governed by the Individuals with Disabilities Education Act, M.S. 125A.03, and Minnesota Rules. See the section of this policy entitled "Students with Disabilities."

TEACH / RETEACH / REINFORCE DESIRED SKILL OR BEHAVIOR - To identify and provide instruction of new skills or behaviors to replace challenging or harmful behaviors. New behaviors are most effective when considered "functional" and meet the same needs as the challenging or harmful behavior. Reinforcement of a desired skill or behavior is anything that comes after the behavior that makes it more likely to be used again. Reinforcement may be a tangible item or activity, verbal or non-verbal recognition, the experience of learning something new, or simply meeting the initial need.

TIER 2 FUNCTIONAL BEHAVIOR ANALYSIS AND BEHAVIOR SUPPORT PLAN - An attempt to determine the function or purpose of a behavior through interviews, review of available information and data, and maybe observation. The idea is to then create a plan to support desired behaviors that meet the same needs in a more pro-social manner.

ADDITIONAL INFORMATION:

INFORMATION AND REVIEW PROCESS – Students, parent(s) or guardian(s) who wish to discuss concerns or review disciplinary actions, except for expulsion or suspension, may request a conference with school personnel. It is recommended that conferences occur between personnel closest to the concern and be solution-based toward district aims and vision.

SCHOOL ZONE - Students are subject to all school disciplinary actions or violations while in a school zone. A school zone is defined as an area that begins at the boundaries of the school property and extends three hundred feet from that point, or one city block, whichever is greater. This zone includes school bus stops and the area within a school bus being used to transport one or more elementary or secondary school students. This zone also includes district contract parking.

STUDENT CONFERENCE - Depending on the violation and the seriousness of the action, a student may meet with the principal and/or a teacher to discuss the incident. During this conference, students may be asked to formulate a plan which addresses their behavior and a commitment to solutions for improvement

PART IV — HEALTH AND SAFETY

Accidents

All student injuries that occur at school, at school-sponsored activities, or on school transportation should be reported to the building nursing staff. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Asbestos Management Plan

The school district has developed an asbestos management plan. Contact the District Safety Health and Environmental Coordinator.

41

Crisis Management

The school district has developed a "Crisis Management" policy. Each school building has its own building-specific crisis management plan called the Emergency Response & Crisis Management manual. Students and parents will be provided with information as to district- and school-specific plans. The "Crisis Management" policy addresses a range of potential crisis situations in the school district. The school district has developed general crisis procedures for securing buildings, classroom evacuation, campus evacuation, sheltering, and communication procedures. The school district will conduct lock-down drills, fire drills, and a tornado drill. Building plans include classroom and building evacuation procedures.

Emergency Contact Information

When there is an emergency within a school building or the district, parents/guardians will be notified through the district's emergency notification mass communication system. Parents/guardians will receive a text message, phone call and email regardless of opt-out communication requests.

Health Information

First Aid

The nurse's office in each building is equipped to handle minor injuries requiring first aid. If the nurse's office is not open, assistance can be sought from the building's administrative office. If a student experiences a more serious medical emergency at school, 911 may be called and/or a parent/guardian will be contacted depending on the situation.

The district has installed automated external defibrillators (AEDs) in each building. Locations of AEDs are indicated on the building map located in each entry vestibule. Tampering with any AED is prohibited and may result in discipline.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent or guardian suspects that his/her child has a communicable or contagious disease, the parent or guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

Please call your school health office to report the following health conditions: Chickenpox, Strep Throat, Influenza, Head Lice, Mumps, Measles, Meningitis, Pertussis (Whooping Cough).

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

Health Service

Research has shown that students with an optimal level of wellness are more receptive to the learning process. Therefore, Duluth Public Schools health service staff strive to promote the health of students and promote a healthy school environment. The primary goal of health services is to eliminate/minimize health related barriers to learning. To accomplish this, health service staff, as part of the school team, works to:

- Promote student and staff wellness.
- Provide skilled nursing.
- Protect students' well being.
- Enhance healthy behaviors.
- Encourage self-care.
- Assess and communicate student health concerns through referral to parents/guardians.

The Licensed School Nurse provides leadership of the daily health office operations, promotes health equity by connecting students and families to community health resources, and maintains continuity of care between home, medical provider, and school through medical and educational planning. The Licensed School Nurse also provides health assessment and planning throughout the Special Education process.

Health Assistants provide students with daily health services through medication administration, first aid for illness and injury, and skilled nursing procedures under the delegation of the Licensed School Nurse.

WHEN TO KEEP YOUR CHILD HOME

Many students and parents are frequently concerned about when students should stay home or attend school. The following information is intended to help with this decision. General practice: 42

- If a student has had a fever of 100 degrees or more, the student must stay home for 24 hours after the temperature returns to normal without fever reducing medication.
- If a student has vomited or had diarrhea, the student must stay home until 24 hours after the last episode.
- If a student has had any rash that may be disease-related or the cause is unknown, check with your family physician before sending the student to school.
- If a student is ill, please call the school daily to report the illness.

When a student is sick, parents often wonder whether or not to keep a child at home from school. If a child stays home and has the care they need when first sick, they will often get better faster. Staying home and resting will help the body fight the sickness. A parent/guardian should notify the school if his/her child is unable to attend school because of illness. Please contact the school attendance line.

WHEN A CHILD IS SICK AT SCHOOL

If your child becomes ill at school and needs to go home, the Health Services Staff will contact a parent/guardian. Children must call from the health office and not from their cell phones.

If staff are unable to reach parents and determine that the student must go home, emergency contacts will then be called. It's important for parents to keep emergency contacts updated and ensure that they are available during the day. Your child will not be allowed to leave school without contacting an adult.

In the event of an emergency, 911 may be called.

HEAD LICE

Anyone can get head lice. Head lice are most often transmitted through head to head contact. School transmission is rare. Some common symptoms of head lice include: itching and scratching of the scalp and neck, feeling that something is 'crawling' in the hair, sores from constant scratching, and seeing lice on the scalp or nits attached to the hair shaft. If your child has any of these symptoms, please check your child's head for lice. Also, all household members and other close contacts of the person with lice should be checked.

Should your child be found to have live lice in their hair during the school day, a parent/guardian will be contacted by a health office staff member. The students may remain in school but prompt treatment is recommended.

VISION AND HEARING SCREENINGS

Students may receive hearing and/or vision screening upon request from a teacher if the teacher suspects that there may be a hearing or vision concern that is affecting the student's ability to learn. If you do not wish for your child to receive vision and/or hearing screening, please inform your school health office. The screenings are not intended to replace professional examinations.

Immunizations

All students must provide proof of immunization or submit appropriate documentation exempting them from such immunizations in order to enroll or remain enrolled. Students may be exempted from the immunization requirement when the immunization of the student is contraindicated for medical reasons; laboratory confirmation of adequate immunity exists; or due to the conscientiously held beliefs of the parents/guardians or student. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the school health office. Policy 530 can be found on the district website at isd709.org/about-us/policies.

Medications at School During the School Day

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Authorization to Administer Medication" form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (§504 Plan), or an individual health plan (IHP). Marijuana is not allowed on school property even if prescribed. The school district is to be notified of any change in administration of a student's prescription medication.

Pesticide Application Notice

The school district may plan to apply pesticide(s) on school property. To the extent the school district applies certain pesticides, the school district will provide a notice by September 15 as to the school district's plan to use these pesticides. A parent may request to be notified prior to the application of certain pesticides on days different from those specified in the notice. Additional information regarding what pesticides are used, an estimated schedule of pesticide applications (which will be available for review or copying at the school offices), and the long-term health effects of the class of pesticide on children can be requested by contacting the District Facilities Manager.

Safety

The safety of students on campus and at school-related activities is a high priority of the district. While district-wide safety procedures are in place, student and parent cooperation is essential to ensuring school safety.

Duluth Public Schools has adopted and implemented ALICE district-wide and is an official ALICE district. More information about ALICE and how we prepare students visit isd709.org/about-us/safe-and-welcoming.

Visitors in District Buildings

Parents/guardians and community members are welcome to visit the schools. To ensure the safety of those in the school and to avoid disruption to the learning environment, all visitors must report directly to the office upon entering the building, with the exception of events open to the public. All visitors will be required to sign in at the office and to wear a "visitors badge" while in the building during the school day. Visitors must have the approval of the principal before visiting a classroom during instructional time. An individual or group may be denied permission to visit a school or school property, or such permission may be revoked, if the visitor does not comply with school district procedures or if the visit is not in the best interests of the students, employee, or the school district.

Students are not allowed to bring visitors to school without prior permission from the principal.

School District Policy Cross Reference Table

Topic	Model Policy Number(s)
Accidents	806
Alternative Educational Opportunities	5075
Attendance	503, 503R
Bullying Prohibited	514
Cell Phone	5090
Class Assignments	5060
Complaints	103
Course Credits Required	6125, 6130
Crisis Management	806
Discipline	5085
Drug-Free School and Workplace	4035, 4036, 4036R
Emergency Contact Information	5060
Employee Directory	4171
Employment Background Checks	404
Equal Access to School Facilities	801
Extended School Year	508
Field Trips	6160, 6160R
Fundraising	511, 511R
Gifts to Employees	1095
Graduation Requirements	5070
Harassment and Violence Prohibited	413
Hazing Prohibited	526
Health Information	4055, 4065 5130, 6180, 6180R, 516.5, 518, 530, 806
Homework	6165
Internet Acceptable Use	524
Interviews of Students by Outside Agencies	1155
Nondiscrimination	102, 401, 521, 522, 5110
Notification of Violent Students	5022
Parking on School District Property	5095
Pledge of Allegiance	531
Post-Secondary Enrollment Options	620
Schedule	602
School Activities	510
School Closing Procedures	806
School Calendar	602
Searches	5085, 5095
Student Dress and Appearance	5100
School Meals Policy	534
School Promotion and Retention	513
Student Publications and Materials	5165, 5080
Student Records	5060
Student Surveys	520
Summer School	6195
Tobacco-Free Schools	419
Transportation of Public School Students	707, 3160, 710
Vandalism	4040R
Video and Audio Recording	711, 712
Visitors in School District Buildings	1080, 3125, 3125R
Weapons Prohibited	501

5165 DISTRIBUTION OF NON-SCHOOL SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the School District.

II. GENERAL STATEMENT OF POLICY

A. The School District recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, non school-sponsored material.

B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the School District, the School Board adopts the following regulations and procedures regarding distribution of non school-sponsored material on school property and at school activities.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, or posting or displaying material.

B. "Non school-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks and other publications funded and/or sponsored or authorized by the school. Examples of non school-sponsored materials include but are not limited to leaflets, brochures, buttons, badges, fliers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

C. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and
3. material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

D. "Minor" means any person under the age of eighteen (18).

E. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.

G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

A. Students and employees of the School District have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, non school-sponsored material.

B. Requests for distribution of non-school sponsored material, other than union materials distributed by the Duluth Federation of Teachers, will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:

1. Is obscene to minors;
2. Is libelous or slanderous;
3. Is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended.
4. Advertises or promotes any product or service not permitted to minors by law;
5. Advocates violence or other illegal conduct;
6. Constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious or ethnic origin);
7. Presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. To the extent that the Duluth Federation of Teachers' Union distributes any political materials, the materials will be prepared in such a way that no political material is visible from the outside page(s) of any publication. The Union shall either seal, fold, or staple the materials so political information may not be seen or include any political material on an internal page so that it will not be visible. Political material shall be defined consistent with the provisions of Minnesota Statute 211B.01, subd. 2, which defines campaign material as "any literature, publication, or material tending to influence voting at a primary or other election..."

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

A. No non school-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.

B. Distribution of non school-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.

C. No one shall coerce a student or staff member to accept any publication.

D. All employees and students shall comply with the provisions of Minnesota Law regarding distribution of political materials in a polling place on Election Day.

E. The District will allow the Duluth Federation of Teacher's Union access to teacher mailboxes as a mechanism to communicate with its members. All distribution of material through the mailboxes will be done by Union members.

F. For all employees including non-teacher members of the Duluth Federation of Teachers, any distribution of materials will be done outside of the normal paid workday. For teacher members, distribution may be done during non-assigned work time (e.g., lunch or preparation time) so long as any time spent is minimal. If the District has any concerns about the abuse of time by teacher members of the Duluth Federation of Teachers, it will notify the Union.

VI. PROCEDURES

A. Any student or employee wishing to distribute non-school sponsored material, other than union materials distributed by the Duluth Federation of Teachers, must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.
2. Date(s) and time(s) of day intended display or distribution.
3. Location where material will be displayed or distributed;
4. If intended for students, the grade(s) of students to whom the display or distribution is intended.

B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays and holidays) of submitting the appeal, the person shall contact the office of the Superintendent to verify that the lack of response is not due to an inability to locate the person.

E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the School Board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

A. Distribution by any student of non school-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the School District's Student Discipline Policy_- policy #5085.

B. Distribution by any employee of non school-sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, School District policies and procedures, and/or governing statute.

C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks in the fall of each school year and posted in school buildings.

IX. IMPLEMENTATION

The School District administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the School Board for approval. Upon approval by the School Board, such guidelines and procedures shall be an addendum to this policy.

References : MSBA/MASA Model Policy 505 - Distribution of Non school-Sponsored Materials on School Premises By Students and Employees Settlement Agreement dated December 8, 1999 between ISD 709 and the Duluth Federation of Teachers, Local 692

Adopted: 02-15-2000 ISD 709

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code section 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13, and Minnesota Rules parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

"Directory information" means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

1. a student's social security number;
2. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
3. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;
4. personally identifiable data which references religion, race, color, social position, or nationality; or
5. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

E. Education Records

1. What constitutes "education records." Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.
2. What does not constitute education records. The term "education records" does not include:
 - a. Records of instructional personnel that are:
 - (1) kept in the sole possession of the maker of the record;
 - (2) used only as a personal memory aid;
 - (3) not accessible or revealed to any other individual except a temporary substitute teacher; and
 - (4) destroyed at the end of the school year.
 - b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:
 - (1) maintained separately from education records;
 - (2) maintained solely for law enforcement purposes; and
 - (3) disclosed only to law enforcement officials of the same jurisdiction.
 - c. Records relating to an individual, including a student, who is employed by the school district which:
 - (1) are made and maintained in the normal course of business;
 - (2) relate exclusively to the individual in that individual's capacity as an employee; and
 - (3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.
 - d. Records relating to an eligible student, or a student attending an institution of post-secondary education, that are:
 - (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
 - (2) made, maintained, or used only in connection with the provision of treatment to the student; and
 - (3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other

appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

- e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.
- f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education;
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or
4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means Executive Director of Business Services and Finance.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

P. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. **GENERAL CLASSIFICATION**

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. **STATEMENT OF RIGHTS**

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;
2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations

promulgated thereunder;

6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

49

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. **DISCLOSURE OF EDUCATION RECORDS**

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a. a specification of the records to be disclosed;
 - b. the purpose or purposes of the disclosure;
 - c. the party or class of parties to whom the disclosure may be made;
 - d. the consequences of giving informed consent; and
 - e. if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:
 - a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
 - b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
4. A signed and dated written consent may include a record and signature in electronic form that:
 - a. identifies and authenticates a particular person as the source of the electronic consent; and
 - b. indicates such person's approval of the information contained in the electronic consent.
5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
 - a. in plain language;
 - b. dated;
 - c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d. specific as to the nature of the information the subject is authorizing to be disclosed;
 - e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
 - f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
 - g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes chapter 256B or Minnesota Care under Minnesota Statutes chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.
6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
 - a. performs an institutional service or function for which the school district would otherwise use employees;
 - b. is under the direct control of the school district with respect to the use and maintenance of education records; and
 - c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;
3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code section 7917, *[insert the following if the school district has a policy regarding Staff Notification of Violent Behavior by Students]* and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes section 260B.171, unless the data are required to be destroyed under Minnesota Statutes section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;
4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a. determine eligibility for the aid;

- b. determine the amount of the aid;
- c. determine conditions for the aid; or
- d. enforce the terms and conditions of the aid.

"Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or
 - b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;
7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;
8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 U.S.C. § 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;
11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;
17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
 - b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;
19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes section 260B.171, subdivision 3. The principal must notify the counselor immediately

and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. **RELEASE OF DIRECTORY INFORMATION**

A. Classification

Directory information is public except as provided herein.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein. Prior to such disclosure the school district shall:

1. Annually give public notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
 - b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
 - c. the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
2. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in Section VI. of this policy.
3. A parent or eligible student may not opt out of the directory information disclosures to:
 - a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or
 - b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.
4. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
 - a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
 - b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
 - c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
 - d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
 - e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes Chapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes Chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes Chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes section 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
 - b. the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes section 121A.40, *et seq.*

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

- A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
 - 1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;
 - 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and
 - 3. copying fees shall not be imposed.
- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority Executive Director of Business Services and Finance in writing by Oct. 1st each year. The written request must include the following information:
 - 1. Name of student and parent, as appropriate;
 - 2. Home address;
 - 3. Student's grade level;
 - 4. School presently attended by student;
 - 5. Parent's legal relationship to student, if applicable;
 - 6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
 - 7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

- A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.
- B. Redisclosure Not Prohibited
 - 1. Subdivision A. of this section does not prevent the school district from disclosing personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:
 - a. The disclosures meet the requirements of Section VI. of this policy; and
 - b. The school district has complied with the record-keeping requirements of Section XIII. of this policy.
 - 2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.
- C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.
- D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

- A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.
- B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.
- C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:
 - 1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:
 - a. the parties who have requested or received personally identifiable information from the education records of the student;
 - b. the legitimate interests these parties had in requesting or obtaining the information; and
 - c. the names of the state and local educational authorities and federal officials and agencies listed in Section VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.
2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII.B. of this policy, the record of disclosure required under this section shall also include:
 - a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
 - b. the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
 - c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI.B.4. of this policy in accordance with 34 Code of Federal Regulations section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
3. Section XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI.B.1. of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B) or an act of domestic or international terrorism.
4. The record of requests of disclosures may be inspected by:
 - a. the parent of the student or the eligible student;
 - b. the school official or his or her assistants who are responsible for the custody of the records; and
 - c. the parties authorized by law to audit the record-keeping procedures of the school district.
5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
 - b. the parties to whom the school district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested records.
3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which

provides to the contrary.

H. Fees for Copies of Records

55

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
 - a. the cost of materials, including paper, used to provide the copies;
 - b. the cost of the labor required to prepare the copies;
 - c. any schedule of standard copying charges established by the school district in its normal course of operations;
 - d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e. mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.
3. The cost of providing copies shall be borne by the parent or eligible student.
4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
 - a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
 - b. if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.
4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means Executive Director of Business Services and Finance.
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student.

The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

56

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References: MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Replacing: Policy 5060
First Reading: 05.16.2023
Second Reading:
Adopted:

520 STUDENT SURVEYS

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.

III. STUDENT SURVEYS IN GENERAL

- A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.
- B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality, and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent/guardian for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.
- E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

- A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.
- B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent/guardian, to submit to a survey that reveals information concerning:
 - 1. political affiliations or beliefs of the student or the student's parent/guardian;
 - 2. mental and psychological problems of the student or the student's family;
 - 3. sex behavior or attitudes;
 - 4. illegal, antisocial, self-incriminating, or demeaning behavior;
 - 5. critical appraisals of other individuals with whom respondents have close family relationships;
 - 6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
 - 7. religious practices, affiliations, or beliefs of the student or the student's parent/guardian; or
 - 8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).
- C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.
 - 1. The following policies are to be adopted in consultation with parents/guardians:
 - a. The right of a parent/guardian to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including procedures for granting a parent/guardian's request for reasonable access to such survey within a reasonable period of time after the request is received.
 "Parent/guardian" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.
 - b. Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IV.B., above, including the right of a parent/guardian of a student to inspect, on request, any such survey.
 - c. The right of a parent/guardian of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent/guardian for such access within a reasonable period of time after the request is received.
 "Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.
 - d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).

- e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

- (1) "Personal information" means individually identifiable information including a student or parent/guardian's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.
- (2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:
- (a) college or other post-secondary education recruitment or military;
 - (b) book clubs, magazines, and programs providing access to low cost literary products;
 - (c) curriculum and instructional materials used by elementary and secondary schools;
 - (d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;
 - (e) the sale by students of products or services to raise funds for school-related or education-related activities; and
 - (f) student recognition programs.
- (3) The right of a parent/guardian to inspect, on request, any instrument used in the collection of information, as described in Section IV.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent/guardian for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under Section IV.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents/guardians of students enrolled in or served by the school district.
- a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.
 - b. The notice will provide parents/guardians with an opportunity to opt out of participation in the following activities:
 - (1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
 - (2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IV.B., above.
 - (3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
 - c. The notice will advise students of the specific or approximate dates during the school year when the activities in Section IV.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.
 - d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental/guardian notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental/guardian notification.

V. NOTICE

- A. The school district must give parents/guardians and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.
- B. The school district must inform parents/guardians at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents/guardians reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents/guardians direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.
- C. The school district must give parents/guardians the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. § 1232h (Protection of Pupil Rights)
34 C.F.R. § 99 (Family Educational Rights and Privacy Act Regulations)
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309 (2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References:

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)

Adopted: 01-19-2021 ISD 709

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

503 STUDENT ATTENDANCE

I. PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

- a. It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b. In accordance with the Minnesota Compulsory Instruction Law, Minnesota. Statutes, section 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.
- b. The following reasons shall be sufficient to constitute excused absences:
 - (1) Illness.
 - (2) Serious illness in the student's immediate family.
 - (3) A death or funeral in the student's immediate family or of a close friend or relative.
 - (4) Medical, dental, orthodontic or mental health treatment/appointments.
 - (5) Court appearances occasioned by family or personal action.
 - (6) Religious instruction not to exceed three hours in any week.
 - (7) Physical emergency conditions such as fire, flood, storm, etc.
 - (8) Official school field trip or other school-sponsored outing.
 - (9) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
 - (10) Family emergencies.
 - (11) Active duty in any military branch of the United States.
 - (12) A student's condition that requires ongoing treatment for a mental health diagnosis.

c. Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.

- (2) Students will be allowed 2 days to makeup work for every day absent upon return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.
- (3) A student who is absent for extended time periods due to a placement in an inpatient hospitalization behavioral health unit due to a mental health emergency, placement in a partial hospitalization program, or placement in a day treatment program for their mental health should be exempt from missed assignments during that time period. Middle and High School students will have a reduced workload if exemptions are not possible based on course requirements. At a maximum, teachers will require 50% of missed points to be completed. Courses that may have special circumstances requiring more work completion (such as some CITS courses) must have additional work requirements approved in writing by the building principal following consultation with the teacher and school counselor. It may warrant following the identified college's expectations and policies regarding mental health, attendance, and assignment make-up.

2. Unexcused Absences

- a. The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
 (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures including absences that are unreported.
 (3) Work at home.
 (4) Work at a business, except under a school-sponsored work release program.
 (5) Absences resulting from accumulated unexcused tardies (3 tardies equal one unexcused absence).
 (6) Any other absence not included under the attendance procedures set out in this policy.

b. Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
 (2) Days during which a student is suspended from school shall not be counted in a student's total accumulated unexcused absences.
 (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

- a. Students tardy at the start of school must report to the school office for an admission slip.
 b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
 b. Serious illness in the student's immediate family.
 c. A death or funeral in the student's immediate family or of a close friend or relative.
 d. Medical, dental, orthodontic, or mental health treatment.
 e. Court appearances occasioned by family or personal action.
 f. Physical emergency conditions such as fire, flood, storm, etc.
 g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
 2. School-initiated absences will be accepted and participation permitted.
 3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
 4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
 5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

III. **RELIGIOUS OBSERVANCE ACCOMMODATION**

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodations should be directed to the building principal.

IV. **DISSEMINATION OF POLICY**

1. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.
 2. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

V. **REQUIRED REPORTING**

A. Continuing Truant

Minnesota Statutes section 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minnesota Statutes section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes section 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school, junior high school, or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes section 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minnesota Statutes section 120A.34;
4. That this notification serves as the notification required by Minnesota Statutes section 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minnesota Statutes Chapter 260C;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes section 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minnesota Statutes Chapter 260A.

Legal References:

Minn. Stat. § 120A.05 (Definitions)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious Observance)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565 (1975)
Slocum v. Holton Bd. of Educ., 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Bd. of Educ. of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Bd. of Educ. of Twp. High Sch. Dist. No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. Sch. Dist. R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Bd. of Educ., 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References:

MSBA/MASA Model Policy 506 (Student Discipline)

Replacing:

Policy 5025

First Reading:

03-22-2016

Adopted:

04-19-2016 ISD 709

514 BULLYING PROHIBITION POLICY

I. PURPOSE

The purpose of this policy is to prohibit bullying behavior and assist the Duluth Public Schools in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

The District strives to provide safe, secure and respectful learning environments for all students in school buildings, on school grounds, school buses and at school-sponsored activities. A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships.

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

II. GENERAL STATEMENT OF POLICY

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy. The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

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

1. an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the conduct and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

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

B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. "Immediately" means as soon as possible but in no event longer than 24 hours.

D. "Intimidating, threatening, abusive, or harming conduct" means; but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic as defined in the Minnesota Human Rights Act (MHRA).

However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

- E. "On Duluth Public Schools property or at school-related functions or on school transportation" means all district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for Duluth Public Schools District purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. District property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the District does not represent that it will provide supervision or assume liability at these locations and events.
- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct.
- H. "Student" means a student enrolled in Duluth Public Schools.
- I. "District employee" includes school board members, administrators, educators, aides, school counselors, social workers, psychologists, other school mental health professionals, nurses and other school-based/linked medical providers/health professionals, cafeteria workers, custodians, bus drivers, athletic coaches, extracurricular activities advisors, paraprofessionals, school employees, agents or persons subject to the supervision and control of the district and its students.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The District has made available to the reporting party or complainant the use of a report form. Contact the principal, or Duluth Public Schools Website at isd709.org/families/bullying-harassment to access bullying report forms. Oral reports shall be considered complaints as well.
- C. The building principal or designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying at the building level. Any person may report bullying or other prohibited conduct directly to the school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made directly with the assistant superintendent or superintendent of the District. Please see our Parent & Student Handbook or Duluth Public Schools Website at isd709.org for principal and Duluth Public Schools contact information.
- The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.
- D. A district employee, volunteer, or contractor shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. District employees who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Duluth Public Schools' obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law. When investigating a complaint, the building report taker may take into account the following factors:
- The developmental ages and maturity levels of the parties involved.
 - The potential for culturally misinterpreting behavior.
 - The levels of harm, surrounding circumstances, and nature of the behavior.
 - Past incidences or past or continuing patterns of behavior.
 - The relationship between the parties involved.
 - The context in which the alleged incidents occurred.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable school district policies; and applicable regulations.
- For the student harmed: Protect, support, and intervene on behalf of the student who is the target of the prohibited conduct. Support may include: safety planning, student conference(s), referral to student support staff for one-to-one support or social skills training; check-in and/or check-out with a trusted adult in the school; and choice to participate in a restorative process - facilitated by a trained facilitator. When an incident includes documentation through an office discipline referral, information regarding the student harmed will be included on the referral.
 - For the student who violated the prohibited conduct policy: Schools may use multi-tiered levels of response that are individualized, consistent, reasonable, fair, and age-appropriate and should match the severity of the student's behavior and their developmental age. The response must be a natural and logical match to

the prohibited behavior; consequences must be paired with meaningful instruction and guidance; and must be carefully planned with well-defined outcomes. Responses may include but are not limited to:

65

- Safety planning
- Student conference(s)
- Working with parents of involved students
- Teaching/reteaching of desired skills or behavior
- Reinforcing desired skills or behaviors
- School disciplinary action (detention, suspension, etc.)
- Connecting students/families to school, district, community resources
- Consideration of a restorative process if all parties are prepared and willing

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the District shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.
- G. Any party who is not satisfied with the outcome of the investigation may appeal to the district's Office of the Assistant Superintendent within 10 school days of notification of the principal/designee's decision. The assistant superintendent or designee will conduct a review of the appeal and, within 10 school days of receipt of the appeal, will affirm, reverse or modify the findings of the report. The assistant superintendent or designee shall notify the party requesting the appeal and the principal that its decision is final and shall document that notification with the appeal.
- H. When it is determined that a district employee was aware prohibited conduct was taking place but failed to report it, the employee will be considered to have violated this policy. The employee's supervisor shall consider employee discipline for such violations, making reference to any applicable collective bargaining agreement. Remedies for offending contractors should be imposed according to Duluth Public Schools contracts.

VI. RETALIATION OR REPRISAL

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

VII. RECORDS

Information gained when investigating and remediating reports of bullying will be recorded and kept by the building principal or designee. Information regarding the number of reports of bullying and the action taken to resolve the reports will be provided to the Duluth Public Schools climate coordinator by the building principal or designee annually.

Affected students and their parents may have rights under state and federal data practices laws to obtain access to data related to an incident and to contest the accuracy or completeness of the data.

VIII. TRAINING AND EDUCATION

- A. The school district shall discuss this policy with district employees, volunteers, and contractors, and provide appropriate training and professional development to district employees regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed district employees must receive the training within the first year of their employment with the district or school. The district or a school administrator may accelerate the training cycle or provide additional training based on particular needs or circumstances. This policy shall be included in employee handbooks, training materials, and/or publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

The school district shall require ongoing professional development, consistent with Minnesota Statutes Section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. The content of such professional development shall include, but not be limited to:

1. Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them in a manner that does not stigmatize the victim.
 2. Information about the complex interaction and power differential that can take place between and among an actor, target and witness to the bullying.
 3. Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk and any specific interventions that may be particularly effective for addressing bullying behavior related to bias.
 4. Recognizing, responding to and reporting bullying.
 5. Information about the incidence and nature of cyberbullying.
 6. Information about Internet safety issues as they relate to cyberbullying.
 7. Student-staff relationships and initial responses to students making a report.
 8. A review of the district's reporting requirements related to bullying and cyberbullying.
- C. Student Education - Each school shall incorporate into the school curriculum developmentally appropriate programmatic instruction to help students identify, prevent and reduce bullying and create a safe learning environment, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
 - D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
 - E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

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

other improper conduct.

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

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.
- H. The school district will work with the Minnesota Department of Education Technical Assistance Center and provide resources for instruction and topics including but not limited to: evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct to engage all students in creating a safe and supportive school environment.

IX. NOTICE

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

IX. POLICY REVIEW

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

Legal References:

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

Cross References:

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

- Replacing:
- First Reading:
- Adopted:**
- First Reading:

- Policy 5084
- 7/18/2017
- 8/22/2017 ISD709**
- 05.16.2023

413 PROHIBITING HARASSMENT AND VIOLENCE

GENERAL STATEMENT OF POLICY

Independent School District 709 (ISD 709) is committed to creating and maintaining a learning and working environment where all individuals are treated with respect and dignity. Every individual has the right to learn/work in an environment free of harassment and violence.

In this school district, harassment and violence, whether verbal, physical, or cyber, which creates a hostile climate, is unacceptable and will not be tolerated. Harassment and violence are unlawful, hurt all people, and have no legitimate educational purpose. Any employee or student who engages in such conduct shall be disciplined as provided by law, District policies, and applicable labor agreements.

Therefore, it is the policy of ISD 709 to maintain a work and learning environment that is free of harassment and violence based on: Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any or All Other Protected Groups as identified by state and/or federal statute as well as other forms of harassment as defined in this policy.

Harassment based on: Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any or All Other Protected Groups as identified by state and/or federal statute are also forms of discrimination which violate either Section 703 of Title VII of the Civil Rights Act of 1965, as amended, 42 U.S.C. Section 2000e, et seq. and or the Minnesota Human Rights Act, Minnesota Statute Sections 363.01 – 363.20, and may represent a criminal law violation.

Violence based on: Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any or All Other Protected Groups as identified by state and/or federal statute is a physical act of aggression, intimidation, and/or degradation directed toward a person or group of persons because of their membership or perceived membership in a protected group.

It shall be a violation of this policy for any student or school personnel of ISD 709 to harass a pupil or other school personnel through conduct or communication of a sexual nature or regarding: Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any or All Other Protected Groups as identified by state and/or federal statute as well as other forms of harassment as defined by this Policy and Regulation 4015R. (For purposes of this policy, school personnel include: School Board members, administrators, teachers, all other school employees, agents, volunteers, contractors, or other persons subject to the supervision and control of ISD 709.)

It shall be a violation of this policy for any student or school personnel of ISD 709 to inflict, threaten to inflict, or attempt to inflict violence relating to: Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any or All Other Protected Groups as identified by state and/or federal statute as well as any other forms of violence as defined by this policy upon any pupil or school personnel.

ISD 709 will act with reasonable diligence to take action to investigate, respond, remediate and discipline all complaints, either formal or informal, oral or written, of improper actions or statements which may constitute harassment and violence as defined in this policy and Regulation 4015R. Furthermore, ISD 709 intends to provide support for students identified as the victims of these acts in compliance with Minn. Statute Sections 121A.0695.

A report will be given to the School Board at the regular meeting in July, a summary of the number of harassment complaints, types of complaints and the action taken to resolve the complaint. This will be done without releasing any case specifics, information or personnel data.

For more detailed information on this policy, including definitions for terms used in this policy and the reporting procedures for this policy, please see Regulation 4015R.

Cross References: Resolution 413R (Prohibiting Harassment and Violence)
Resolution 413.1R (Harassment Complaint Form)

Replacing: Policy 4015
First Reading: 05-19-2015
Adopted: 06-16-2015
04-19-2016 ISD 709 (Renumbering only)
First Reading: 07-19-16
Second Reading: 8-16-16

526 HAZING PROHIBITION

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Immediately" means as soon as possible but in no event longer than 24 hours.
- C. "On school premises or school district property, or at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting hazing at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- D. "Remedial response" means a measure to stop and correct hazing, prevent hazing from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of hazing.
- E. "Student" means a student enrolled in a public school or a charter school.
- F. "Student organization" means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

IV. REPORTING PROCEDURES

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

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

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

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

V. SCHOOL DISTRICT ACTION

- A. Within three (3) days of the receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the hazing, the complainant, the reporter, and students or others pending completion of an investigation of alleged hazing prohibited by this policy.
- C. The alleged perpetrator of the hazing shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines hazing has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, restorative practices, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; and applicable school district policies and regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets or victims of hazing and the parent(s) or guardian(s) of alleged perpetrators of hazing who have been involved in a reported and confirmed hazing incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or to respond to hazing committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in hazing.

VI. RETALIATION OR REPRISAL

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

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents Under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

Replacing: Policy 5083
First Reading: 01-18-2022
Second Reading: 02-15-2022
Adopted: 02-15-2022

APPENDIX J

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, And ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. DEFINITIONS

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product."

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards.

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Children)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

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

Replacing: Policy 1140
First Reading: 04.26.2022
Adopted: 05.17.2022

APPENDIX K

534 SCHOOL MEALS POLICY

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for school meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

- A. Payment for lunch is expected at the time the meal served. Parents have three options to put money in their child's lunch account:
 - 1. Online payments
 - 2. Check sent to the child's school or Administrative offices
 - 3. Cash sent to the child's school or Administrative offices
- B. Families may apply for free/reduced-price meal benefits anytime during the school year. Meal applications are distributed to all families in the district prior to the student's first day of classes. In addition, applications are available on the school district website or available to be mailed via USPS if requested.
- C. If the school district receives school lunch aid under Minnesota Statutes section 124D.111, it must make lunch available without charge to all participating students who qualify for free or reduced-price meals regardless of account balance.
- D. A student with an outstanding meal charge debt will be allowed to purchase a meal if the student pays for the meal when it is received.
- E. A student who has been determined to be eligible for free and reduced-price lunch always must be served a reimbursable meal even if the student has an outstanding debt.
- F. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meals balance.
- G. If a parent or guardian chooses to send in one payment that is to be divided between sibling accounts, the parent or guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent or guardian.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.
- B. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.
- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- D. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract after July 1, 2021, adheres to the school district's school meals policy.

Legal References: Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 124D.111 (School Meals Policies; Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Cross References: None

New Policy:	534
First Reading:	07-18-17
Adopted:	08-22-17
First Reading:	11-15-22
Second Reading:	12-20-22
Adopted:	12-20-22

Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 public and charter schools. Minnesota prioritizes high-quality education, and statewide assessments gives educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners

The ACCESS and Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions about how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form. Contact your student's school to learn more about locally required assessments.

Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.



73

[education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing](https://education.mn.gov/Students-and-Families/Programs-and-Initiatives/Statewide-Testing)

Check with your local school or district to see if there are any other consequences for not participating.

Additional Information

- On average, students spend less than 1 percent of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

(Note: This form is only applicable for the 20____ to 20____ school year.)



By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Statewide Assessment: Parent/Guardian Decision Not to Participate

Student Information

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: _____ Current Grade in School: _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal: _____

Please indicate the statewide assessment(s) you are opting the student out of this school year:

MCA/MTAS Reading

MCA/MTAS Science

MCA/MTAS Mathematics

ACCESS/Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

ISD 709 DULUTH FUTURE FINANCIAL PLANNING JUNE 15, 2023

PREPARED BY: MICHAEL HOHEISEL

MATT RANTAPAA

SAM HYLLE

Robert W. Baird & Co. Incorporated is providing this information to you for discussion purposes. The materials do not contemplate or relate to a future issuance of municipal securities. Baird is not recommending that you take any action, and this information is not intended to be regarded as "advice" within the meaning of Section 15B of the Securities Exchange Act of 1934 or the rules thereunder.

Duluth
Public Schools



LAST SESSION REMINDER

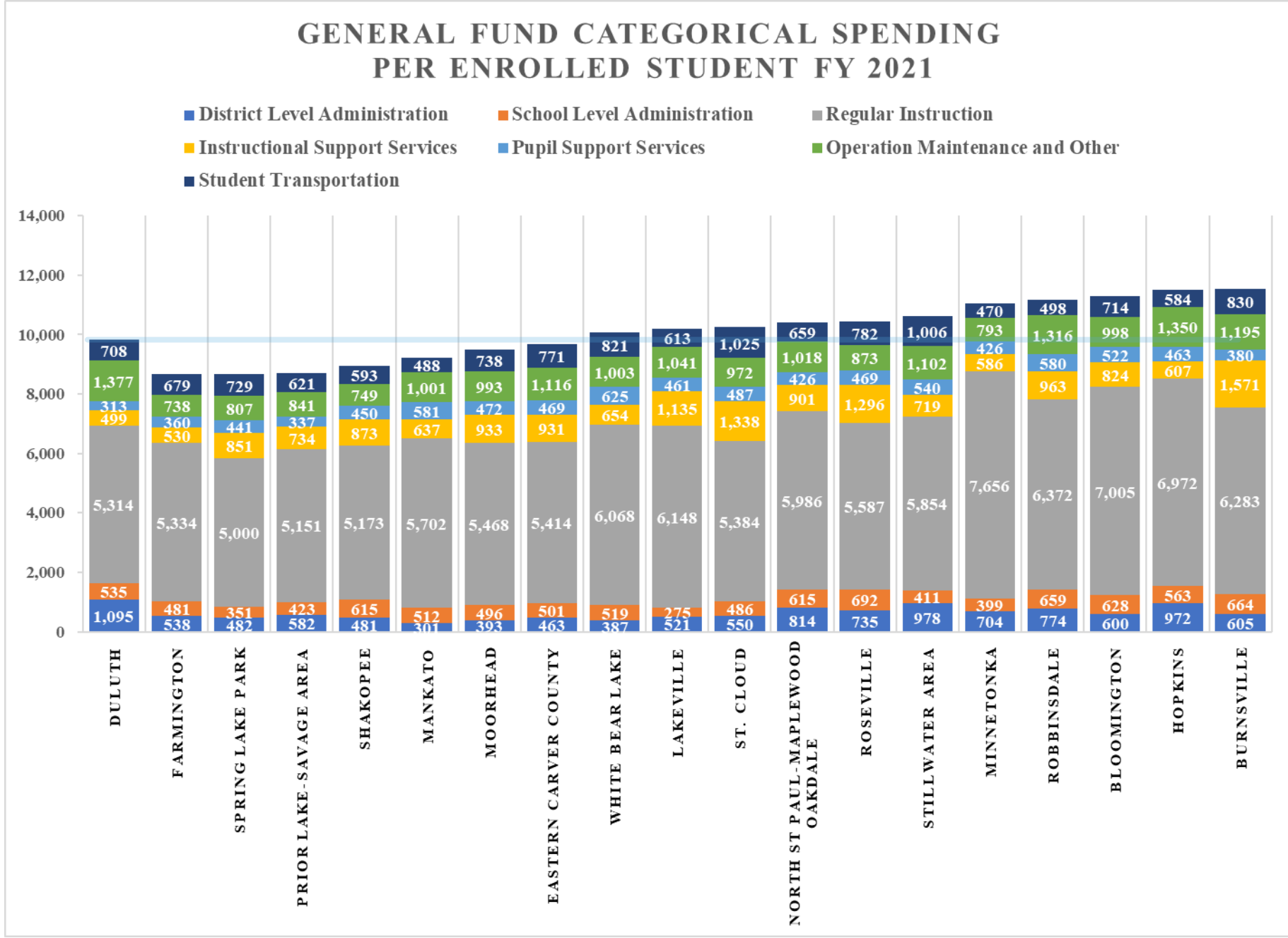


WE NOT ONLY FOCUSED ON DULUTH BUT COMPARABLE DISTRICTS AS WELL



THE NEXT SLIDE IS INCLUDED AS REMINDER OF ONE OF THOSE SLIDES

MN School Districts with Similar Enrollment as Duluth Public Schools



Note – The Blue Line Indicates the general fund spending in 7 comparable categories per pupil in ISD 709. 7 out of the 19 districts are below Duluth

FOCUS ON DULUTH PUBLIC SCHOOLS



FOCUS COMPLETELY ON ISD 709



THE REMAINDER OF THE SLIDES ARE ABOUT YOU – ISD 709

AVERAGE DAILY MEMBERSHIP (ADM)

Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K (total) + EC	833.29	785.96	724.76	729.81	819.79	797.02	830.04	737.24	756.32
1	652.69	704.31	647.13	636.59	602.43	644.98	641.06	588.40	614.82
2	653.92	628.66	673.36	622.13	617.88	591.03	637.68	574.16	597.78
3	650.09	630.00	606.88	662.99	624.05	597.55	572.54	597.62	590.84
4	599.45	630.27	593.91	582.37	646.85	620.48	589.52	507.84	605.84
5	611.12	581.88	605.06	586.63	570.25	621.52	619.65	540.73	516.78
6	507.52	557.25	545.60	551.39	572.48	571.29	610.70	542.05	561.90
7	633.93	526.02	555.44	567.26	579.71	584.07	589.04	581.07	593.59
8	554.58	611.60	547.75	551.08	586.18	576.26	622.87	555.74	587.95
9	639.75	681.65	694.90	647.17	668.14	707.65	697.70	695.44	658.15
10	699.47	634.01	670.54	696.38	634.02	660.50	711.16	650.09	690.45
11	636.78	674.09	602.20	619.99	664.72	609.90	646.82	672.61	638.94
12	680.42	634.81	647.49	612.03	628.87	646.91	602.23	621.11	669.75
Total ADM	8,353.01	8,280.51	8,115.02	8,065.82	8,215.37	8,229.16	8,371.01	7,864.10	8,083.11
Elementary ADM 1-6	3,674.79	3,732.37	3,671.94	3,642.10	3,633.94	3,646.85	3,671.15	3,350.80	3,487.96
Secondary ADM 7-12	3,844.93	3,762.18	3,718.32	3,693.91	3,761.64	3,785.29	3,869.82	3,776.06	3,838.83
Total Adjusted Pupil Units	9,122.00	9,032.95	8,858.68	8,804.60	8,967.70	8,986.22	9,144.97	8,619.31	8,850.88

HISTORICAL ENROLLMENT INFORMATION

ISD 709 STATISTICAL ENROLLMENT INFORMATION – FALL 2022 DATA

- Please note, the Open Enroll IN and OUT figures below just reflect the back and forth between Public School Systems only

All Grade Enrollment	8,554.00		All Grade Enrollment	8,554.00	
Female Enrollment	4,234.00	49.50%	Non White Enrollment	1,923.00	22.48%
Male Enrollment	4,320.00	50.50%	White Enrollment	6,631.00	77.52%
Eligible for Free/Reduced Meals	3,674.00	42.95%	English Learner Count	57.00	0.67%
Students Experiencing Homelessness	91.00	1.06%	Students Rec. Special Ed Services	1,772.00	20.72%
Open Enrolled IN Students	167.00		Open Enrolled OUT Students	828.00	
Count of # Districts sending District Open Enrollees	22.00		Count of # Districts receiving District Open Enrollees	19.00	
OPEN ENROLLMENT NET DIFFERENCE (GAIN / LOSS)				(661.00)	

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
RESIDENT ADM	10,436	10,432	10,340	10,401	10,540	10,494	10,540	9,991	10,130
ENROLLMENT OPTIONS OUT TO ALL EDUCATION ENTITIES	2,205	2,270	2,359	2,486	2,492	2,422	2,343	2,301	2,230
CAPTURE RATE (% of RESIDENTS SERVED)	78.87%	78.24%	77.19%	76.10%	76.36%	76.92%	77.77%	76.98%	77.99%

WHAT IS THE DISTRICT'S HISTORICAL CAPTURE RATE?

- Capture rate focuses solely on the number of resident students the District is educating or paying tuition for to educate within their system

TAX BASE HISTORY

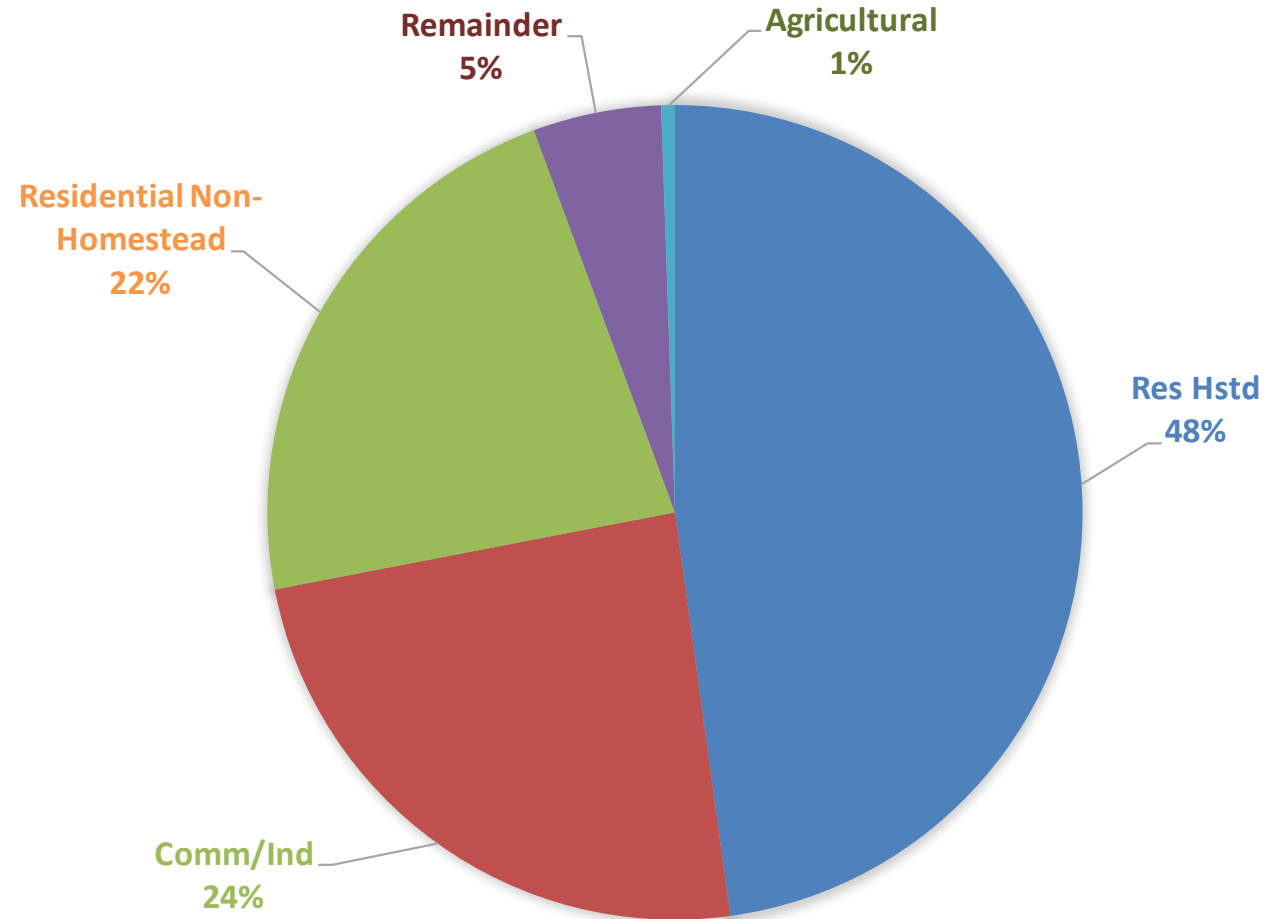
- **RMV – Referendum Market Value** – Market value of all taxable property in a district excluding seasonal rec and ag land beyond dwelling value (house, garage and one-acre) of property (four school levies are spread on this tax base including voter approved operating, local optional, equity and transition)
- **NTC – Net Tax Capacity** – Market value times class rates (most school levies are spread over this amount to determine tax rate)

	Referendum Market Value (RMV)	RMV % Change from Previous Year	Net Tax Capacity Value (NTC)	NTC % Change from Previous Year
Final Pay 2023	9,970,451,057	15.652%	112,874,293	15.695%
Final Pay 2022	8,621,046,488	5.020%	97,562,108	4.894%
Final Pay 2021	8,208,989,331	4.420%	93,009,780	5.424%
Final Pay 2020	7,861,546,141	5.796%	88,224,893	5.735%
Final Pay 2019	7,430,848,653	4.865%	83,439,718	5.087%
Final Pay 2018	7,086,106,061	5.030%	79,400,393	4.609%
Final Pay 2017	6,746,712,710	4.029%	75,901,967	4.741%
Final Pay 2016	6,485,412,360	3.365%	72,466,411	4.942%
Final Pay 2015	6,274,290,486	2.338%	69,053,594	2.615%
Final Pay 2014	6,130,955,276	1.969%	67,293,718	2.583%
Final Pay 2013	6,012,560,140	-1.641%	65,599,036	-1.555%
Final Pay 2012	6,112,867,250		66,635,215	
11-Year Average Change		4.622%		4.979%
Five-Year Average Change		7.151%		7.367%
Three-Year Average Change		8.364%		8.671%

FINAL PAY 2023 TAX BASE COMPOSITION

**SOURCE: MN
DOR PRISM**

ISD 709 DULUTH TAX BASE COMPOSITION - FINAL PAY 2023



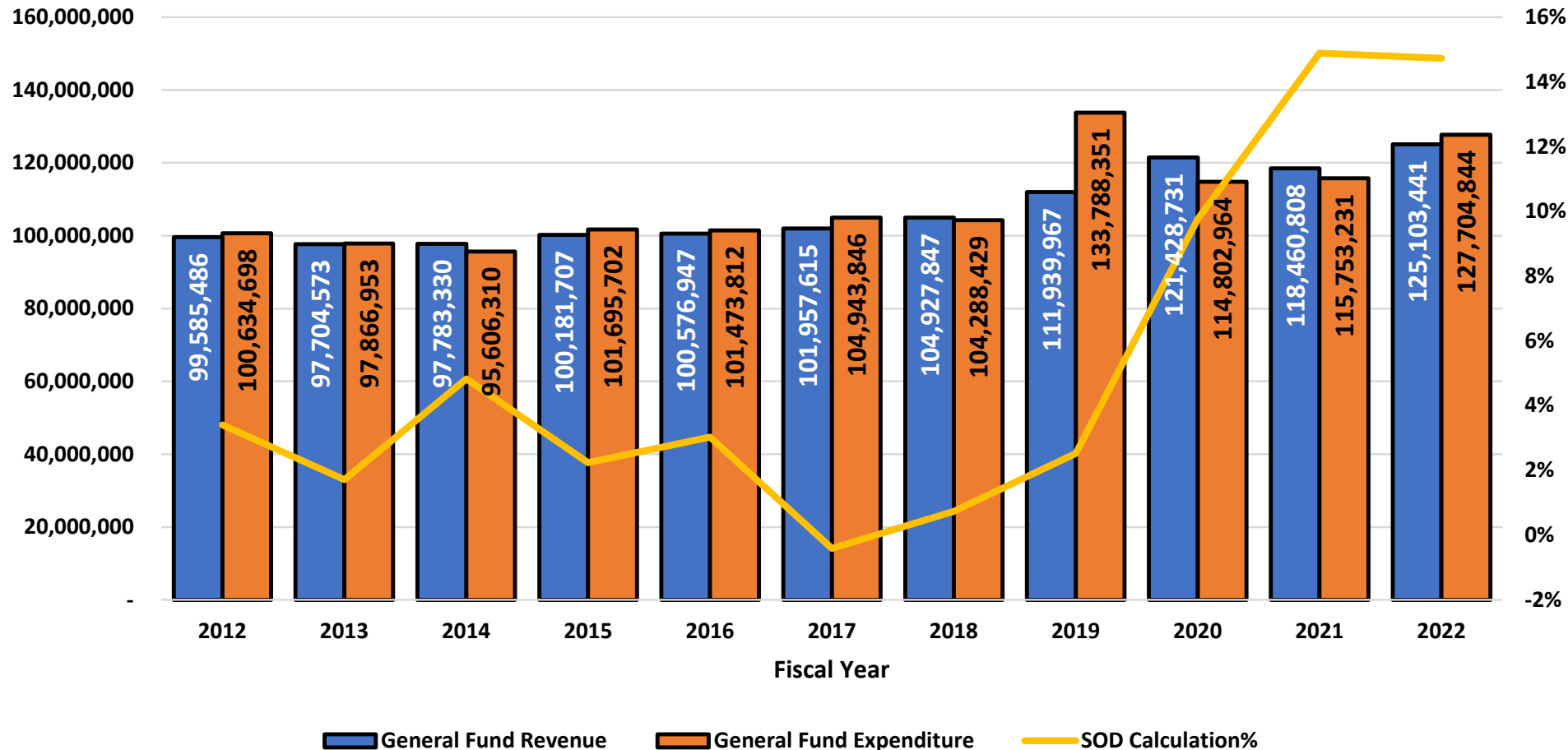
	Taxes Payable 2017	Taxes Payable 2018	Taxes Payable 2019	Taxes Payable 2020	Taxes Payable 2021	Taxes Payable 2022	Taxes Payable 2023
RMV Tax Rate	0.10835%	0.09780%	0.15481%	0.15286%	0.15304%	0.14166%	0.12400%
NTC Total Tax Rate	32.28600%	31.19400%	33.95800%	31.81900%	30.21200%	31.64400%	27.99200%
NTC VA and Other DS Tax Rate Portion Only	0.00000%	23.00700%	25.07200%	23.81900%	23.52800%	22.75700%	23.01900%
NTC Tax Rate Remainder	32.28600%	8.18700%	8.88600%	8.00000%	6.68400%	8.88700%	4.97300%

Property Type	Estimated Market Value	Taxes Payable 2017	Taxes Payable 2018	Taxes Payable 2019	Taxes Payable 2020	Taxes Payable 2021	Taxes Payable 2022	Taxes Payable 2023
~ Homestead Residential	100,000	340.16	321.77	398.63	381.32	369.96	368.86	324.98
~ Homestead Residential	150,000	570.30	540.68	661.10	631.16	611.14	612.15	539.54
~ Homestead Residential	161,100	621.39	589.28	719.38	686.63	664.68	666.17	587.17
~ Homestead Residential	200,000	800.43	759.59	923.58	881.01	852.31	855.44	754.10
~ Homestead Residential	250,000	1,030.56	978.49	1,186.06	1,130.85	1,093.49	1,098.73	968.65
~ Homestead Residential	300,000	1,260.70	1,197.40	1,448.53	1,380.69	1,334.66	1,342.02	1,183.21
~ Homestead Residential	500,000	2,156.05	2,048.70	2,471.95	2,355.25	2,275.80	2,290.50	2,019.60
~ Commercial / Industrial	250,000	1,643.03	1,570.25	1,830.24	1,734.46	1,666.61	1,699.02	1,499.66
~ Commercial / Industrial	500,000	3,528.21	3,374.45	3,915.17	3,707.56	3,559.81	3,635.37	3,209.26
~ Commercial / Industrial	500,000	3,528.21	3,374.45	3,915.17	3,707.56	3,559.81	3,635.37	3,209.26

ISD 709 – SCHOOL PORTION HISTORY OF TAXES

REVENUE, EXPENDITURE, AND FUND BALANCE HISTORY

General Fund Revenue, Expenditure, and MDE SOD% Calculation



Data compiled from audited UFARS MDE compliance reporting portal

PANDEMIC NOT ONLY FORCED BUT ALLOWED FUNDING OF DISTRICT TECHNOLOGY EXPENDITURES TO INCREASE

Program Category	(Multiple Items)			
Sum of tot_amt	Column Labels			
Row Labels	18-19	19-20	20-21	21-22
380 Computer and Technology Related Hardware Rental	28,500.00	30,100.00	30,000.00	31,120.00
405 Non-Instructional Computer Software and Software Licensing	563,576.52	705,791.91	653,412.41	891,218.63
406 Instructional Software License Agreements			465,405.94	639,238.15
455 Non-Instructional Technology Supplies			83,077.26	1,123.54
456 Instructional Technology Supplies		617.84	96,935.92	
465 Non-Instructional Technology Devices		948.29	563,661.62	
466 Instructional Technology Devices		4,711.05	1,740,598.74	685,735.88
Grand Total	592,076.52	742,169.09	3,633,091.89	2,248,436.20

PLEASE NOTE 95% OF THESE TECHNOLOGY EXPENDITURES WERE CODED TO DISTRICT LEVEL ADMINISTRATION

fun num	1							
Sum of tot_amt	Column Labels							
Row Labels	District Level Administration	Instructional Support Services	Operation Maintenance and Other	Regular Instruction	School Level Administration	Student Transportation	Grand Total	
18-19	523,300.25	36,940.30	22,807.54	1,145.00	639.00	7,244.43	592,076.52	
380 Computer and Technology Related Hardware Rental	28,500.00						28,500.00	
405 Non-Instructional Computer Software and Software Licensing	494,800.25	36,940.30	22,807.54	1,145.00	639.00	7,244.43	563,576.52	
19-20	649,801.91	48,314.27	30,069.80	6,009.34	439.56	7,534.21	742,169.09	
380 Computer and Technology Related Hardware Rental	30,100.00						30,100.00	
405 Non-Instructional Computer Software and Software Licensing	619,701.91	47,696.43	30,069.80	350.00	439.56	7,534.21	705,791.91	
456 Instructional Technology Supplies		617.84					617.84	
465 Non-Instructional Technology Devices				948.29			948.29	
466 Instructional Technology Devices				4,711.05			4,711.05	
20-21	3,470,806.13	25,199.32	32,028.23	19,765.71	2,851.55	82,440.95	3,633,091.89	
380 Computer and Technology Related Hardware Rental	30,000.00						30,000.00	
405 Non-Instructional Computer Software and Software Licensing	610,916.58	9,339.69	17,157.51	325.15	1,112.55	14,560.93	653,412.41	
406 Instructional Software License Agreements	444,411.04	1,604.08		17,291.82	2,099.00		465,405.94	
455 Non-Instructional Technology Supplies	326.52		14,870.72			67,880.02	83,077.26	
456 Instructional Technology Supplies	84,085.37	12,050.55		800.00			96,935.92	
465 Non-Instructional Technology Devices	561,456.62	2,205.00					563,661.62	
466 Instructional Technology Devices	1,739,610.00			1,348.74	(360.00)		1,740,598.74	
21-22	2,237,688.66	5,000.00		4,624.00	1,123.54		2,248,436.20	
380 Computer and Technology Related Hardware Rental	31,120.00						31,120.00	
405 Non-Instructional Computer Software and Software Licensing	885,788.63	5,000.00		430.00			891,218.63	
406 Instructional Software License Agreements	635,044.15			4,194.00			639,238.15	
455 Non-Instructional Technology Supplies					1,123.54		1,123.54	
466 Instructional Technology Devices	685,735.88						685,735.88	

WHY DOES THIS MATTER?

- PUBLIC PERCEPTION - may be skewed if looking at MDE MN report card data and not knowing whole story
- REAL STORY - Most resources were put into the classroom if looking at Instruction Regular, Instructional Support and Pupil Unit Services knowing District Level Admin was funding technology

Fiscal Year	Categorical Expenditures Per Enrollee				
	2018	2019	2020	2021	2022
District Level Admin	508	640	636	1,095	1,171
School Admin	479	488	493	535	522
Instruction Regular	4,842	5,040	4,781	5,314	6,039
Instructional Support	478	491	491	499	535
Pupil Support Services	259	302	285	313	389
Operation Maintenance	899	793	723	1,377	820
Transportation	<u>702</u>	<u>721</u>	<u>712</u>	<u>708</u>	<u>793</u>
TOTAL	8,166	8,476	8,121	9,840	10,269
District Enrollment	8,542	8,461	8,896	8,358	8,487
Total Category Expenses	69,752,033.25	71,710,095.19	72,243,349.77	82,241,039.61	87,152,059.49
% Change from Previous Year		2.81%	0.74%	13.84%	5.97%

CURRENT YEAR BUDGET AND FORECAST (LAST UPDATE 5/31/23)

Fiscal Year	2023	2024	2025	2026	2027	2028
Adj. PU per LLC	8,656.40	8,738.33				
Budget for Adj. PU	8,744.40	8,772.24	8,728.37	8,726.09	8,730.65	8,693.88
Variance	88.00	33.91				
General Fund Revenues	139,379,750.92	136,022,816.92	129,269,129.86	131,409,917.26	134,275,578.75	134,091,180.82
Change		(3,356,934.00)	(6,753,687.06)	2,140,787.40	2,865,661.49	(184,397.93)
% Change		-2.41%	-4.97%	1.66%	2.18%	-0.14%
General Fund Expenditures	130,742,828.05	134,858,494.30	132,451,407.65	136,505,800.98	140,023,872.22	143,731,729.29
Change		4,115,666.25	(2,407,086.65)	4,054,393.33	3,518,071.24	3,707,857.07
% Change		3.15%	-1.78%	3.06%	2.58%	2.65%
Fiscal Year	2023	2024	2025	2026	2027	2028
Beg. Fund Balance	21,612,547.00	30,249,469.87	31,413,792.49	28,231,514.70	23,135,630.98	17,387,337.51
Rev. vs. Exp.	8,636,922.87	1,164,322.62	(3,182,277.79)	(5,095,883.72)	(5,748,293.47)	(9,640,548.47)
End Fund Balance	30,249,469.87	31,413,792.49	28,231,514.70	23,135,630.98	17,387,337.51	7,746,789.04
Unassigned Portion of Fund Bal.	17,890,319.00	17,890,319.00	14,023,343.00	8,154,976.00	2,286,186.00	0.00
SOD Fund Balance % of Exp.	12.84%	13.15%	10.85%	6.21%	1.70%	0.00%
Fund Balance % of Exp.	23.14%	23.29%	21.31%	16.95%	12.42%	5.39%

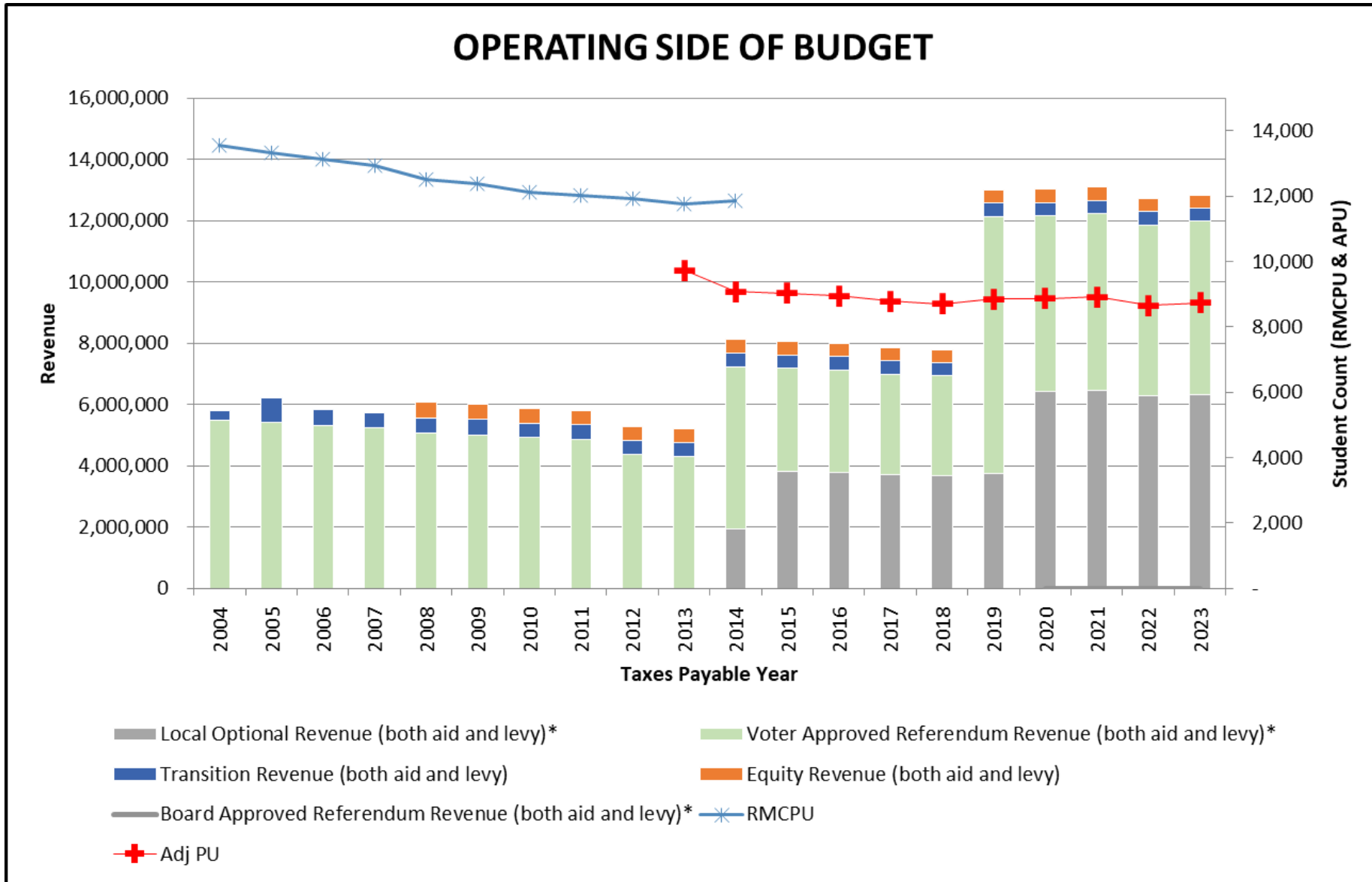
SOD Statute is based on unassigned balance of -2.5% or worse

Estimated shortfall for FY 25-28 is \$23,667,003.45 or \$5.9MM per year for 4 years

FUTURE DEFICIT SPENDING

- Why is the district projected to deficit spending in the previous slide?
 - Federal pandemic funds are no longer available
 - Strategic plan initiatives
 - Technology initiatives

ISD 709 – HISTORY OF RMV (REFERENDUM MARKET VALUE) REVENUE



OPERATING LEVY HISTORY

ISD 709 Operating Referendum Results, 1991 to 2022


Year Held	Start Pay	Net \$/PU	# Years	Pass? Yes=1 No=0	# Yes Votes	# No Votes
1993	1994	345.03	4	1	Missing	Missing
1997	1998	315.00	5	1	12,347	5,468
2001	2002	425.00	5	0	13,409	16,810
2003	2004	365.60	5	1	16,285	14,021
2008	2009	500.00	5	0	15,875	35,430
2008	2009	365.60	5	1	35,196	17,326
2008	2009	334.40	5	0	23,760	28,363
2011	2012	284.77	5	0	9,865	12,504
2011	2012	122.70	5	0	8,323	13,969
2011	2012	98.15	5	0	7,574	14,662
2013	2014	595.78	5	1	12,676	6,627
2013	2014	200.00	5	1	9,781	9,445
2018	2019	371.78	10	1	32,248	12,314
2018	2019	575.00	10	1	23,805	20,346
2018	2019	335.00	10	0	21,387	22,575

Select district

709 <-- Enter District Number (1.2 for Minneapolis)

0709-01 Duluth

Phase Out Report With 2021 Elections



CPI updated for September 30, 2021

Authority After 2021 Elections (see detail below)	646.78	646.78	646.78	646.78	646.78	646.78	646.78	646.78	646.78	646.78	-
Elections Before 2019	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	
(1) Authority without CPI	646.78	646.78	646.78	646.78	646.78	646.78	646.78	646.78	646.78	646.78	-

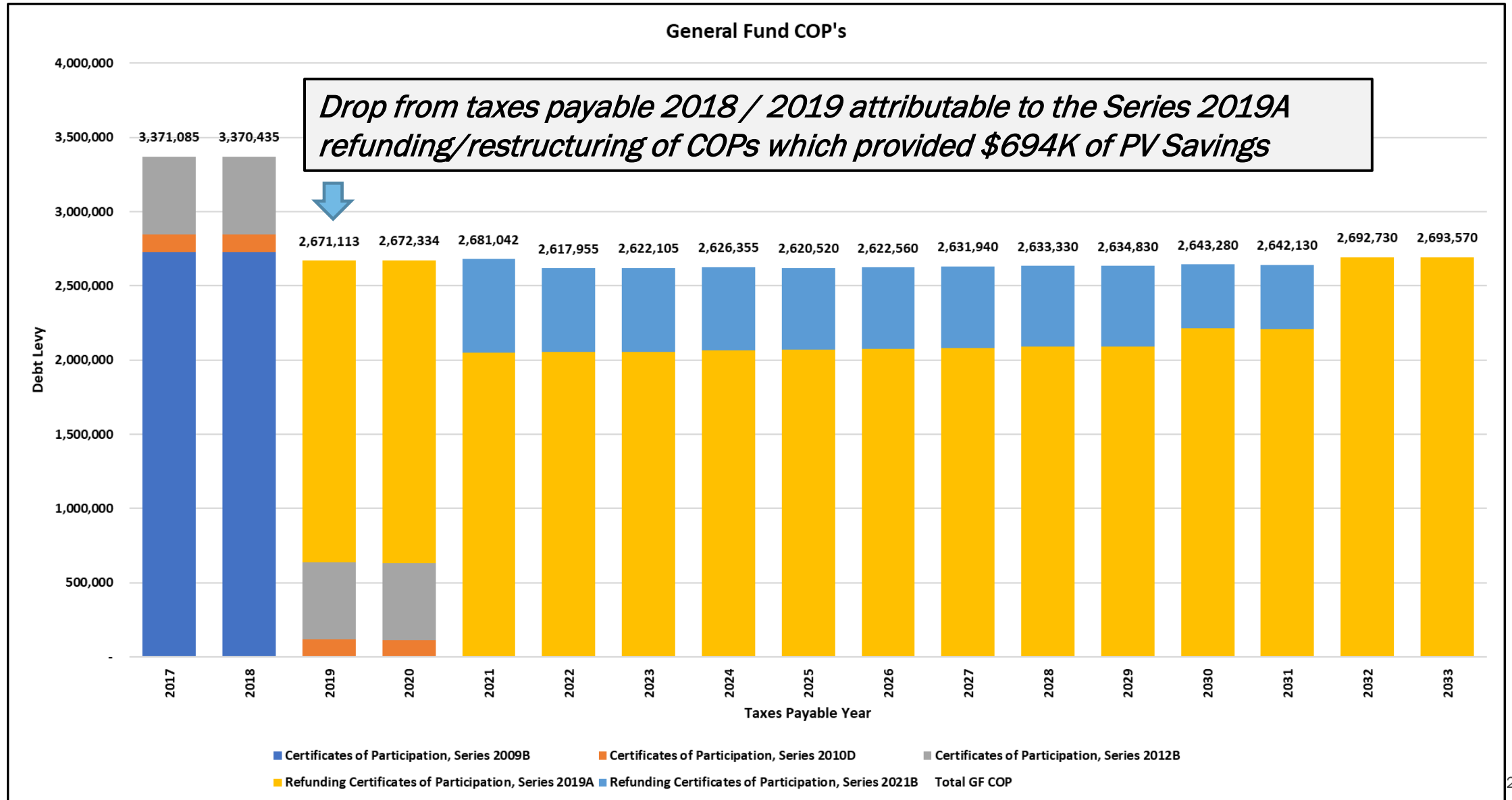
REFERENDUM PHASEOUT REPORT

- ❑ For taxes payable 2023, this \$646.78/APU of operating levy authority generated \$5,651,777.08 in revenue
- ❑ Last year of collection for current operating levy authority is taxes payable 2028/ FY 2029
- ❑ Next available referendum date: November 7, 2023, for regular ballot
- ❑ Commencing revenue in taxes payable 2024 requires revoke / replace ballot language which will have disclaimer as follows: “BY VOTING “YES” ON THIS BALLOT QUESTION, YOU ARE VOTING FOR A PROPERTY TAX INCREASE. PASSAGE OF THIS REFERENDUM WILL RESULT IN AN INCREASE IN YOUR PROPERTY TAXES.”

FUNDING THE \$5,916,810.63 GAP – TWO OPTIONS

Property Type	Estimated Market Value	Voter-Approved Operating Levy Only Change of \$677.11 per PU		5.242% Voter-Approved Capital Project Levy Only	
		Est. Annual Impact	Est. Monthly Impact	Est. Annual Impact	Est. Monthly Impact
Homestead Residential	150,000	89.01	7.42	66.21	5.52
	200,000	118.69	9.89	94.77	7.90
	300,000	178.03	14.84	151.91	12.66
Commercial / Industrial	150,000	89.01	7.42	117.94	9.83
	200,000	118.69	9.89	170.36	14.20
	300,000	178.03	14.84	275.20	22.93
Apartments	150,000	89.01	7.42	98.29	8.19
	200,000	118.69	9.89	131.05	10.92
	300,000	178.03	14.84	196.57	16.38

ISD 709 – HISTORY OF DEBT IMPACTING OPERATIONS



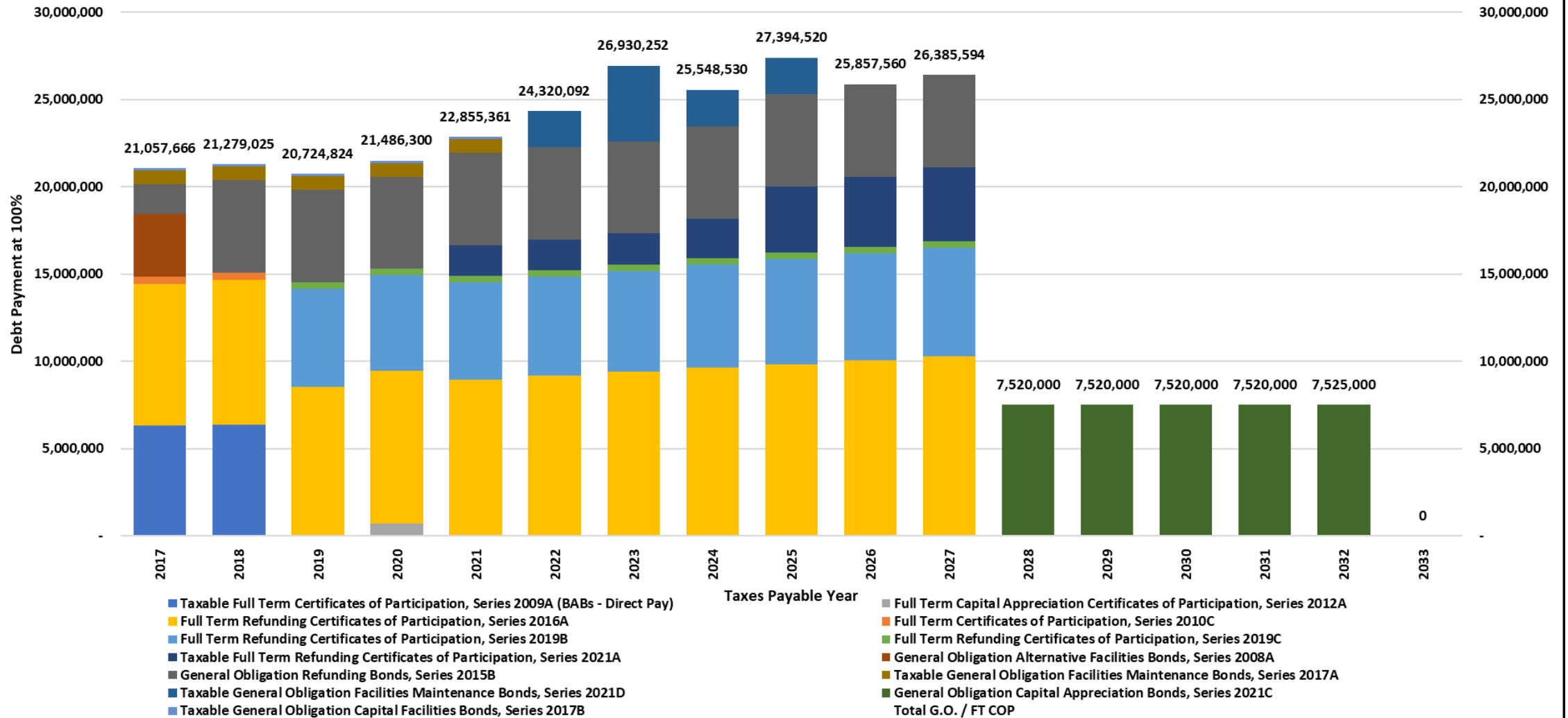
FUNDING THE \$5,916,810.63 GAP – TWO MORE OPTIONS

Property Type	Estimated Market Value	Voter-Approved Operating Levy Change of \$376.55 plus Level Savings Refinance of General Fund COP		2.915% Voter-Approved Capital Project Levy plus Level Savings Refinance of General Fund COP	
		Est. Annual Impact	Est. Monthly Impact	Est. Annual Impact	Est. Monthly Impact
Homestead Residential	150,000	83.52	6.96	70.84	5.90
	200,000	114.70	9.56	101.40	8.45
	300,000	177.06	14.75	162.54	13.54
Commercial / Industrial	150,000	110.10	9.18	126.19	10.52
	200,000	153.54	12.80	182.28	15.19
	300,000	240.41	20.03	294.45	24.54
Apartments	150,000	100.00	8.33	105.16	8.76
	200,000	133.34	11.11	140.22	11.68
	300,000	200.01	16.67	210.32	17.53

By refinancing the General Fund Certificates of Participation, it frees up \$2,626,355 of general fund operating dollars

ISD 709 – HISTORY OF DEBT IMPACTING THE LEVY

Debt Levy Side of Budget

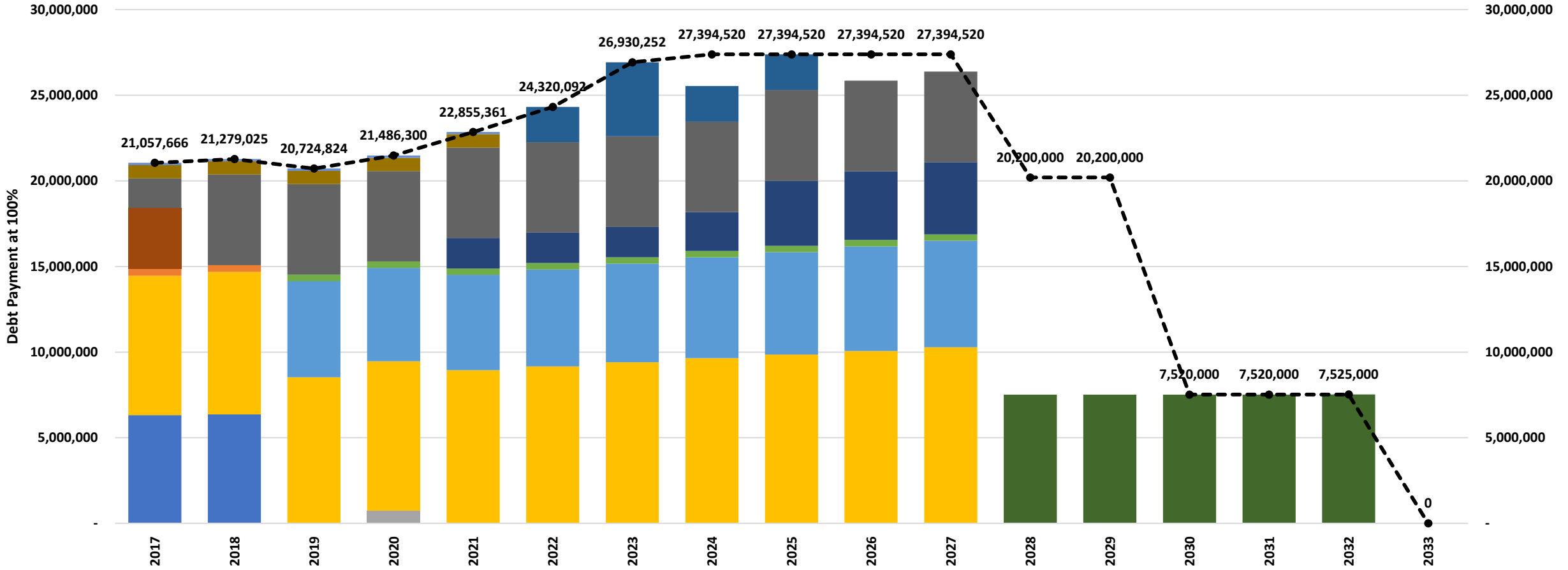


FUNDING THE \$5,916,810.63 GAP – TWO MORE OPTIONS

Property Type	Estimated Market Value	Voter-Approved Operating Levy Change of \$376.55 plus Structured Payment Refinance of General Fund COP		2.915% Voter-Approved Capital Project Levy plus Structured Payment Refinance of General Fund COP	
		Est. Annual Impact	Est. Monthly Impact	Est. Annual Impact	Est. Monthly Impact
Homestead Residential	150,000	54.95	4.58	42.27	3.52
	200,000	73.81	6.15	60.51	5.04
	300,000	111.52	9.29	97.00	8.08
Commercial / Industrial	150,000	59.22	4.93	75.31	6.28
	200,000	80.04	6.67	108.78	9.06
	300,000	121.67	10.14	175.72	14.64
Apartments	150,000	57.60	4.80	62.76	5.23
	200,000	76.80	6.40	83.67	6.97
	300,000	115.20	9.60	125.51	10.46

By refinancing the General Fund Certificates of Participation, it frees up \$2,626,355 of general fund operating dollars

Debt Levy Side of Budget



- Taxable Full Term Certificates of Participation, Series 2009A (BABs - Direct Pay)
- Full Term Refunding Certificates of Participation, Series 2016A
- Full Term Refunding Certificates of Participation, Series 2019B
- Taxable Full Term Refunding Certificates of Participation, Series 2021A
- General Obligation Refunding Bonds, Series 2015B
- Taxable General Obligation Facilities Maintenance Bonds, Series 2021D
- Taxable General Obligation Capital Facilities Bonds, Series 2017B
- Full Term Capital Appreciation Certificates of Participation, Series 2012A
- Full Term Certificates of Participation, Series 2010C
- Full Term Refunding Certificates of Participation, Series 2019C
- General Obligation Alternative Facilities Bonds, Series 2008A
- Taxable General Obligation Facilities Maintenance Bonds, Series 2017A
- General Obligation Capital Appreciation Bonds, Series 2021C
- Total G.O. / FT COP

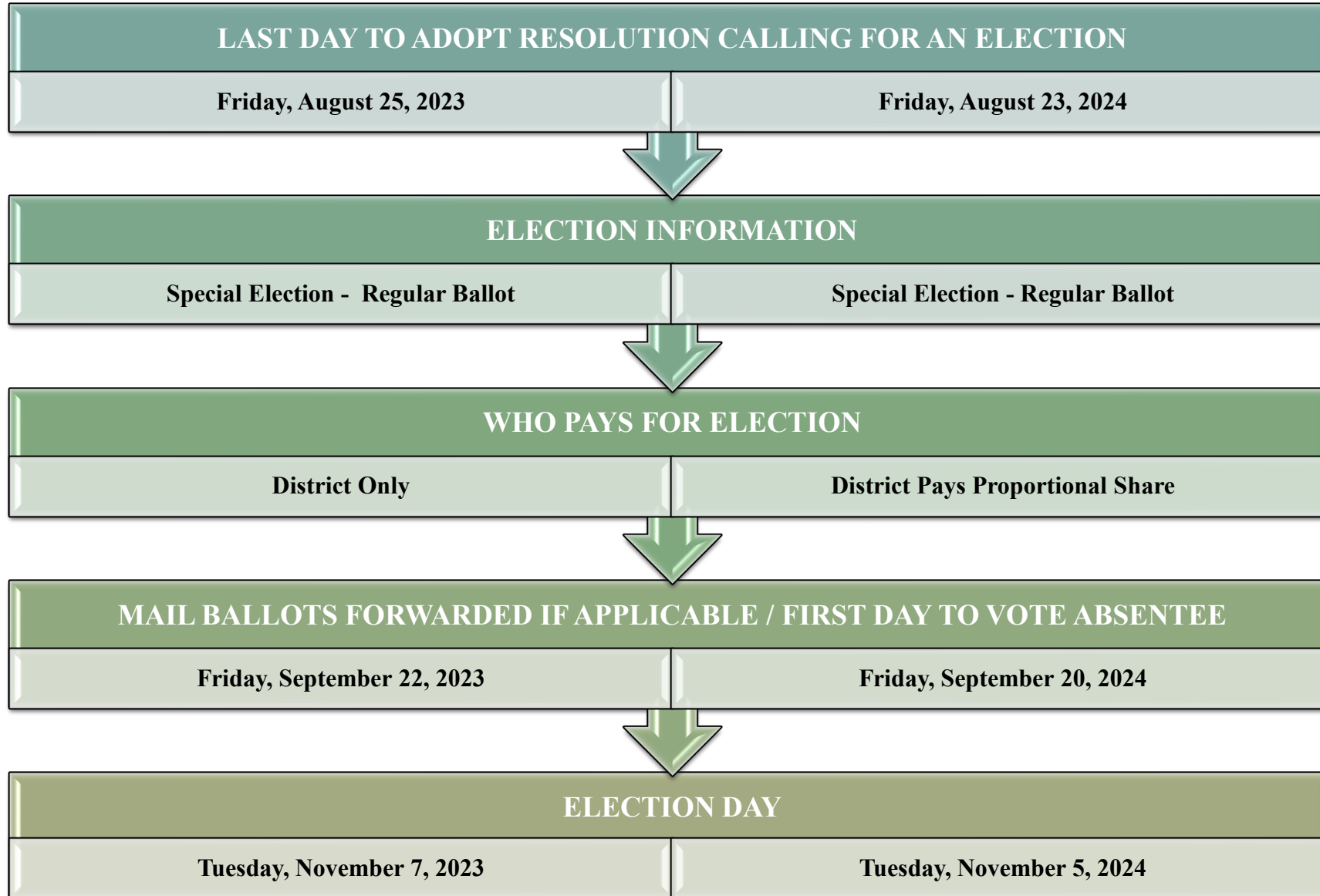
TAX IMPACT OPTION SUMMARY – ANNUAL IMPACT ONLY

Property Type	Estimated Market Value	Op Levy Only	Cap Proj Levy Only	Op Levy + Level Refi	Cap Proj Levy + Level Refi	Op Levy + Struc Refi	Cap Proj Levy + Struc Refi
Homestead Residential	150,000	89.01	66.21	83.52	70.84	54.95	42.27
	200,000	118.69	94.77	114.70	101.40	73.81	60.51
	300,000	178.03	151.91	177.06	162.54	111.52	97.00
Commercial / Industrial	150,000	89.01	117.94	110.10	126.19	59.22	75.31
	200,000	118.69	170.36	153.54	182.28	80.04	108.78
	300,000	178.03	275.20	240.41	294.45	121.67	175.72
Apartments	150,000	89.01	98.29	100.00	105.16	57.60	62.76
	200,000	118.69	131.05	133.34	140.22	76.80	83.67
	300,000	178.03	196.57	200.01	210.32	115.20	125.51



**PLAN DEVELOPMENT/FURTHER COMMUNICATING WITHIN
OUR ORGANIZATION**

KEY OPERATING LEVY ELECTION DATES – 2023 AND 2024



Based on District's financial status (not in SOD), the District can only ask for a voter approved operating referendum from voters once a calendar year. If the voter approved request is not held on the November general election date, it must be by mail ballot.

Pros of a 2023 Election:

- Statistically better passage rate in odd years
- Avoid November 2024 General Election

IS A REVIEW AND COMMENT FOR THE BOND REFI. NECESSARY?

- Yes!
- AND note legislative change to review and comment publication period shown to the right which occurred this year with the 2023 Legislative Session
- Based on this legislative change, review and comment would need to be submitted to MDE by late June / early July to allow appropriate time for MDE review (maximum of 60 days).

3.7 Sec. 3. Minnesota Statutes 2022, section 123B.71, subdivision 12, is amended to read:

3.8 Subd. 12. **Publication.** (a) At least ~~20~~ 48 days but not more than 60 days before a
 3.9 referendum for bonds or solicitation of bids for a project that has received a positive or
 3.10 unfavorable review and comment under section 123B.70, the school board shall publish a
 3.11 summary of the commissioner's review and comment of that project in the legal newspaper
 3.12 of the district. The school board must hold a public meeting to discuss the commissioner's
 3.13 review and comment before the referendum for bonds. Supplementary information shall be
 3.14 available to the public.

3.15 (b) The publication requirement in paragraph (a) does not apply to alternative facilities
 3.16 projects approved under section 123B.595.

3.17 **EFFECTIVE DATE.** This section is effective for elections conducted on or after August
 3.18 9, 2023.



Provide a history of District operating revenue and operating election results



Prepare an interactive document for District use to help determine revenue generated by such options as Straight Renewal or Renewal plus new amount



Baird coordinates with legal counsel to provide resolution calling for election at future School Board meeting



Base Package cost of \$1,000 which includes two on-site meetings with District



- Baird provides website tax calculator for every specific parcel \$1,000
- Election notice printing and mailing - \$1,000 plus the costs incurred by Baird from the County, Print Shop and Mailing Service
- Informational Post Card printing and mailing - \$1,000 plus the costs incurred by Baird from the County, Print Shop and Mailing Service
- Additional meetings beyond the two meetings included in base package will be invoiced at \$500 per meeting.

BAIRD'S SERVICE PACKAGE OPERATING LEVY REFERENDUM ASSISTANCE



**FURTHER THOUGHTS /
QUESTIONS /
STATEMENTS?**