

Policy Committee Meeting
Duluth Public Schools, ISD 709
Agenda
Monday, March 4, 2024
District Services Center
709 Portia Johnson Dr.
Duluth, MN 55811
3:30 PM

1. AGENDA ITEMS	
2. POLICIES FOR FIRST READING - None	
3. POLICIES FOR SECOND READING	
A. 811 Playground Installation and Maintenance (Deletion of 3045, 5115 & 7115)	2
B. 604 Instructional Curriculum (Deletion of 6041, 6125 & 6130)	21
4. POLICIES FOR REVIEW	
A. 3075 Requests for Proposals	38
5. REGULATIONS - Informational	
A. 604R Instructional Curriculum	39
B. 3075R Requests for Proposals	41
6. OTHER	

811 PLAYGROUND INSTALLATION AND MAINTENANCE

I. PURPOSE

The purpose of this policy is to establish criteria and procedures for the installation and maintenance of playgrounds on District operated property. This includes when community groups fundraise or apply for grants for playgrounds to be located on District owned property, for playgrounds that are installed by the District, and for playgrounds that are currently in place.

II. GENERAL STATEMENT OF POLICY

Duluth Public Schools recognizes the intrinsic value of playgrounds as essential components of the educational environment through fostering physical outdoor activities and social development. In alignment with encouraging play with students, the District is also committed to maintaining playgrounds to industry standards to protect the well-being of our students and community.

This policy is to establish the installation and maintenance procedures for playgrounds on District operated property.

III. DEFINITIONS

- A. "Playground(s)" refers to equipment/structures that are created, purchased, and/or placed for use in children's physical play, regardless of the material (plastic, wood, logs, etc.).
1. It may be referred to as playgrounds, play structures, play elements, or play equipment.
 2. It includes the equipment itself, as well as the play surface and surrounding area.
 3. It includes, but is not limited to: climbers, slides, swings, sliding poles, large composite play structures, play houses, sand boxes, kitchens, sand diggers, and open areas for children to run and play.
 4. Nature walking trails are not considered playgrounds, unless there are man-made elements or naturally occurring elements that have been installed to act as play structures (stepping stones, balance beams, etc.) on/in the trail area. Should these elements mimic playground equipment and be installed on the nature trails, the elements are then evaluated using the criteria outlined in this policy.
 5. The policy and definition of "playground(s)" does not include amusement park equipment, sports or fitness equipment intended for children over the age of 12, soft contained play equipment, constant air inflatable play devices for home use, art and museum sculptures, water play equipment, nature garden spaces, loose items such as sand toys, sports equipment such as balls, or outdoor classroom spaces.

- a) Should play items be introduced onto the playground, the items must be maintained outside of the use zone.
 - b) Approval of items that do not meet the District definition of “playground(s)” are directed to Building Principals.
- 6. It may be referred to as playgrounds, play structures, play elements, or play equipment.
- 7. It includes the equipment itself, as well as the play surface and surrounding area.
- B. “Installations” refer to the replacement of old equipment with new, and/or the addition of new equipment entirely.
- C. “CPSI” is a Certified Playground Safety Inspector, a certification program facilitated by the National Recreation and Parks Association.

IV. SAFETY STANDARDS

- A. Duluth Public Schools requires all playgrounds regardless of installation dates to follow the following safety standards:
 - 1. United States Consumer Product Safety Commission, *Public Playground Safety Handbook*
 - 2. American Society for Testing and Materials (ASTM) F1487, F2373, F2075, F2223, F2479, F1951, F2049, and F1292.
- B. These standards include rules on surfacing materials, locations of playgrounds, equipment specific safety parameters, fall heights, and more.
- C. Play structures not complying with the above standards must have a certification from the International Play Equipment Manufacturers Association (IPEMA).
- D. All play structures on District operated property must be designated and properly designed for commercial use.

V. CURRENTLY INSTALLED PLAYGROUNDS

- A. Currently installed playgrounds are required to comply with this policy. No playgrounds are considered to be exempt due to the installation date.
- B. Initial inspections will be performed by a CPSI at each playground within 60 days of approval of the Playground Installation and Maintenance Policy unless a different timeline is approved by the Facility Manager or Assistant Facility Manager.
- C. Repairs and modifications are required to be made within 90 days from the date of notification of the written report unless a different timeline is approved by Facility Manager

or Assistant Facility Manager. Should the CPSI identify any hazards that are deemed to be more immediate, a shorter timeline for repairs will be assigned.

- D. If repairs are not made within the 90 day allotment due to equipment delays, an order confirmation must be produced with an estimated arrival time.
- E. Once repairs are reported to have been completed, the CPSI will complete another inspection to verify repairs.
- F. If playgrounds are not compliant within 90 days of the initial inspection, the Facilities Department will remove the equipment or block from use unless a different decision or timeline is approved in writing by the Facility Manager or Assistant Facility Manager.

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 - 1. Written reports are available upon request to the District Safety Coordinator.
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- D. Certain play elements may require varying types of maintenance. Maintenance plans are to be developed during the installation process.
 - 1. Maintenance on the playgrounds is facilitated by the Utilities Department.
 - 2. The Facility Director or Assistant Facility Director will determine if the repair or maintenance work is best suited for volunteers willing to assist, in house staff and/or contractors.
 - 3. If an external group has indicated interest in being involved in ongoing maintenance and repairs to the playground, the Facility Director or Assistant Facility Director will collaborate with the group's point of contact if the work needing to be completed is suitable for volunteers.
- E. When replacement equipment is necessary:

1. For commercially made equipment, it must be ordered from the correct manufacturer to match the current play structure
2. Records of purchase and installation must be maintained by the Facilities Department
3. Replacement components must be approved by the Facilities Department.
4. Repairs must not create additional hazards during the repair process.

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- D. Once the above documents are ready for submission, they are submitted to the Facilities Director to start an internal review of the request.
- E. A District-contracted CPSI will review the submitted documents and provide written feedback from a regulatory standpoint.

- F. The Facility Manager will provide written feedback to ensure the playground can be properly maintained, and that the structure is in a location that does not impede future building plans, utilities, or maintenance activities, such as snow removal, drainage, etc.
- G. Written responses will be reviewed with the interested party. The Facility Manager will make a final determination within 90 days of submission through consideration of the CPSI review, impact on District facilities, cost to the District for ongoing maintenance, and liabilities of such installation. The final determination will also include a revised cost estimate to include an estimated 10% of the project cost in change orders.
- H. Should approval be denied, interested parties may appeal to the School Board through a written request.
- I. If the installation is approved:
 - 1. Internally funded projects will be coordinated entirely through the Facilities Department.
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 - a) Installation of externally funded projects must be coordinated and approved through the Facilities Department to ensure representation is on site during site visits, preparations, etc.
- J. Once installation has been completed, a District-contracted CPSI will conduct an audit of the playground.
- K. Once the playground has passed the audit, it can then be commissioned for use.
- L. For projects that were externally funded, once the playground is audited and commissioned for use, the playground will become district property and all future maintenance will be the responsibility of the District.

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First Reading: 02.29.2024
Second Reading:

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~~1.~~**3.** It includes, but is not limited to: climbers, slides, swings, sliding poles, large composite play structures, play houses, sand boxes, kitchens, sand diggers, and open areas for children to run and play.

~~2.~~**4.** Nature walking trails are not considered playgrounds, unless there are man-made elements or naturally occurring elements that have been installed to act as play structures (stepping stones, balance beams, etc.) on/in the trail area. Should these elements mimic playground equipment and be installed on the nature trails, the elements are then evaluated using the criteria outlined in this policy.

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Cross References:

First Reading:
Second Reading:

~~3045 — PLAYGROUND SITE AND EQUIPMENT IMPROVEMENT~~

~~The School District shall annually allocate in the capital expenditure fund budget a sum of money to provide matching funds to be used for purposes of site improvement or equipment additions at elementary school playground sites. A request shall be submitted to the administration by the school principal/parent faculty organization/community for such improvement or addition, together with a pledge to provide a stipulated sum of money for one half (½) of the total cost of said improvement/addition. The sum of money so stipulated above may be from any source except School District provided funds, unless this restriction is specifically waived due to an unusual or peculiar circumstance acceptable to the School Board. Upon receipt of said request, the administration shall consider the appropriateness and feasibility of the request and make a recommendation to the School Board for approval/disapproval of the project for funding of a fifty/fifty (50/50) basis with the requesting organization.~~

~~Adopted: — 08-12-1980 ISD-709~~

~~Revised: — 06-20-1995 ISD-709~~

~~5115 ELEMENTARY SCHOOL PLAYGROUNDS~~

~~The School Board recognizes the need for suitable and safe use of playgrounds as an important part of the physical and social development of students.~~

~~1. Use By Students~~

~~All elementary students shall be given proper instruction on the safe and appropriate use of playgrounds including apparatus, games, and play areas. The playground shall be accessible to all students. Reasonable adaptations of environment, supervision, program, and/or equipment shall be made to further the accessibility of playgrounds by students with handicaps.~~

~~2. Supervision~~

~~Adequate playground supervision shall be provided during hours when school is in session.~~

~~3. Maintenance~~

~~Semi-annual maintenance shall be the responsibility of the School District Physical Plant Department and shall include:~~

~~a. An annual major cleaning and replenishment of loose fill materials. b. A semi-annual inspection and repair of all apparatus including nuts, bolts, chains, and all parts that, due to wear or damage, need repair or replacement. c. A semi-annual inspection and repair of all playground areas to ensure level and safe running/play surfaces and the lack of protrusions or bump/fall hazards to include the building, fencing, and playground environment.~~

~~d. Inspections~~

~~The building principal shall direct appropriate competent staff to inspect and maintain the playground and all apparatus daily for:~~

- ~~1. Loose, damaged, or protruding bolts and objects, etc., that may cause cuts/scrapes.~~
- ~~2. Glass or debris on surfaces that may cause cuts or falls.~~
- ~~3. Foreign objects that may be thrown or cause injury if handled.~~
- ~~4. Loose fill materials that have become displaced below playground apparatus, especially at slide discharge sites, below ladders, or under swings.~~
- ~~5. Minor safety problems should be repaired immediately, major maintenance or safety problems that must be reported immediately to the Physical Plant Department.~~

~~Adopted: 01-12-1988 ISD 709~~

~~Revised: 06-20-1995 ISD 709~~

~~7115 — ELEMENTARY SCHOOL PLAYGROUND DESIGN AND EQUIPMENT~~

~~The School District recognizes the needs of elementary schools to have playgrounds that are designed to be physically suitable and safe for the age and use of the students. Use of playgrounds is allowed during the school day and during non-school periods. The use of the playgrounds are intended for both recreation, physical education, and motor skill development. The School District recognizes the fact that no laws presently exist that control or legally determine the exact requirement of playgrounds. The Business Services Committee will approve the material and application specifications of all surfacing and equipment for playgrounds.~~

~~1. Layout and Design~~

~~a. Separate and physically remote areas shall be provided for:~~

- ~~(1) running, dodging, throwing, and walking activities~~
- ~~(2) climbing, swinging, sliding or in-place play activities~~

~~b. Playground apparatus shall be located remote of other playground activities and separated by markings, space, or physical barriers when possible.~~

~~c. Special considerations shall be made regarding the ability to supervise or observe both activities from a single location. Equipment shall be arranged to accommodate the traffic of children using the equipment and those using adjacent apparatus. When possible, single multiple-use apparatus will be used.~~

~~d. Barriers such as surface separating/containment beams shall not be positioned to represent a bump, fall, or trip hazard.~~

~~2. Apparatus and Equipment~~

~~All playground equipment shall be selected to provide the safest environment possible.~~

~~a. Height~~

~~(1) Apparatus shall not place a student's feet more than six (6) feet above the surface the apparatus is mounted on. This generally limits all equipment to a maximum height from the ground to the top usable platform to six (6) feet. No exceptions will be made to allow for intermediate platforms or multi-level climbers with six (6) foot increments.~~

~~(2) Swings shall not exceed eight (8) feet when measured from the top rail (anchoring the chains) to the surface.~~

~~b. Construction~~

~~(1) Climbing Apparatus~~

~~Rungs of horizontal ladders, climbing bars, handrails, and other components shall be cylindrical and approximately 1 5/8 inches in diameter to allow for secure gripping of all students.~~

~~(2) The use of large wooden structures shall not be allowed.~~

~~Wooden apparatus now in use will be replaced when worn out. Maintenance, size of hand holds, and surface connection points are not as acceptable as metal and vinyl covered apparatus.~~

~~(3) All equipment shall meet U.S. Consumer Products Safety Commission Guidelines.~~

~~(4) Special equipment not allowed:~~

~~(a) Merry-Go-Rounds.~~

~~(b) Fixed/ground mounted animal rockers, single student use apparatus, etc.~~

~~(c) Tricking bars remote of or not part of a multiple-use piece of apparatus.~~

- ~~(d) Equipment with steps, ladders, or stairways having a slope of greater than 35 degrees.~~
- ~~(e) Basketball hoops having metal chain vs. cloth fabric attached.~~
- ~~(f) Swing seats of wood or metal construction that present impact injuries when unoccupied.~~
- ~~(g) Platform apparatus that encourages jumping from heights of more than three (3) feet.~~
- ~~(h) All equipment that would be rendered unusable or become a trip/fall hazard when buried in one (1) foot of snow/ice.~~
- ~~(i) Open S hooks that would release chains or equipment held by them if stressed or twisted.~~
- ~~(j) Any above ground protrusions resulting from anchoring devices/concrete rising due to frost.~~
- ~~(k) Any other equipment not approved by the Business Services Committee.~~

~~3. Surfacing~~

~~a. Running, throwing, ball playing and areas unoccupied by apparatus:~~

- ~~(1) Asphalt shall be appropriate for running and painted surface games areas.~~
- ~~(2) Grass shall be allowed for ball fields, soccer, running, and contact game areas.~~
- ~~(3) Surfacing other than under or around apparatus shall be considered generally appropriate if safety conditions or existing school conditions do not present unusual falling/tripping potential or special hazards (i.e., rocks protruding from ground, fence posts, building hazards, etc., that cannot be eliminated).~~

~~b. Under climbing apparatus and swings~~

~~(1) Unacceptable surfaces:~~

- ~~(a) Asphalt~~
- ~~(b) Concrete~~
- ~~(c) Dirt~~
- ~~(d) Grass~~
- ~~(e) Gravel~~
- ~~(f) Any material not meeting U.S. Consumer Products Safety Commission guidelines for adequate fall protection.~~

~~(2) Preferred surfaces:~~

- ~~(a) Rubber like/resilient surfacing that by manufacturing specifications provides adequate U.S. Consumer Products Safety Commission fall protection from ten (10) feet.~~
- ~~(b) Pea gravel/pea rock to a minimum depth of eight (8) inches.~~
- ~~(c) Sand to a minimum depth of ten (10) inches.~~
- ~~(d) Loose fill materials that meet U.S. Consumer Products Safety Commission guidelines to provide fall protection from ten (10) feet.~~

~~c. Containment Structures for Under Apparatus Surfacing~~

~~Loose fill materials when used shall be installed with drainage and containment structures that do not present fall/trip or bump hazards. When possible, solid barriers shall be erected or space provided to prevent spillage of materials into adjacent play areas of a different surface.~~

~~Reference: United States Consumer Products Safety Commission,~~

~~Volume I: General Guidelines for New and Existing Playgrounds, 1981~~

~~Adopted: 11-10-1987 ISD 709~~

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

- A. Instruction must be provided in at least the following subject areas:
 - 1. basic communication skills including reading and writing, literature, and fine arts;
 - 2. mathematics and science;
 - 3. social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
 - 4. health and physical education;
 - 5. The arts;
 - 6. Career and technical education; and
 - 7. World languages.
- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Public elementary and middle schools must offer at least three and require at least two, of the following five art areas: dance, media arts, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: dance, media arts, music, theater, and visual arts.
- D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.
- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
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IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or

2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
 - C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
 - D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
 - E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
 - F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.101 (Curriculum)
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Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

First Reading: 02.29.2024
Second Reading:

Adopted: _____

Revised: _____

MSBA/MASA Model Policy 604
Orig. 1995
Rev. 2023

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4. health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: The school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates consistent with Minnesota Statutes section 120B.022.]

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
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MSBA/MASA Model Policy 605 (Alternative Programs)

First Reading:

~~6041 PARENT OR GUARDIAN REQUEST FOR ALTERNATIVE INSTRUCTIONAL RESOURCES~~

~~Duluth Public Schools respects the rights of parents or guardians to request alternative instructional resources for their child or ward. It is important to remember that materials may be challenged at any time, any place, for any reason by anyone. It is impossible, therefore, to foresee what title (s) will not meet with the approval of any given individual. For that reason, Duluth Public Schools has Policy 6041 Parent or Guardian Request for Alternative Instructional Resources.~~

~~Parents or guardians may request an alternative instructional resource if they feel the instructional material assigned by the teacher is not appropriate for their child or ward. The process for requesting an alternative instructional resource includes the following:-~~

- ~~1. The parent/guardian requests meeting with the teacher to discuss concerns about a specific instructional resources for their child/ward. Part of the conversation will include the overall content of the resource, the intent of the resource or author, age/maturity level of the readers, or possibly the age of the characters and their relationship, and how the teacher deals with the topic in the classroom.~~
- ~~2. If the parent/guardian continues to have a concern about the specific instructional resource after this discussion, the teacher will arrange for an alternative instructional resource that addresses the concerns of the parent/guardian and meets the academic standards/outcomes and level of rigor required in the course curriculum. More than one solution will be considered in cooperation with the parent/guardian and the teacher to resolve sensitive issues.~~
- ~~3. The teacher informs the principal about the meeting and alternative instructional resource.~~
- ~~4. The principal/teacher arranges a follow up meeting (s) with the parent/guardian during a time that the alternative resource is being used to ensure communication. The meeting may include the teacher, department head, principal, and/or district representative.~~
- ~~5. If a viable solution is not reached at the building level, an appeal may be made to the Director of Curriculum. The Director will convene a committee in an attempt to develop a solution acceptable to the parents/guardian and educators.~~
- ~~6. If this committee's recommendation is not acceptable to the parents/guardians and educators, an appeal may be made to the Superintendent.~~
- ~~7. If the Superintendent's recommendation is not acceptable to parents/guardians and educators an appeal may be made to the Board of Education.~~

~~Adopted: 12-20-2005 ISD 709~~

~~6125—CURRICULUM GUIDES~~

~~Curriculum guides and monographs shall be prepared in harmony with the legal requirements of the state and the purposes of the program of instruction adopted by the School Board.~~

~~The Superintendent or designee shall have general coordinating authority and direction over the formation of all courses of study, curriculum guides, and monographs.~~

~~The Director of Curriculum, Curriculum Specialists, Principals and teachers shall assist with the development and revision of the curriculum guides and monographs.~~

~~Curriculum development is based on the assumption that such study is most productive when conducted as a cooperative enterprise in which teachers and administrators participate.~~

~~A charge will be made for materials distributed outside the School District commensurate with the cost of printing and distribution.~~

~~Adopted: — 06-09-1970 ISD 709~~

~~Revised: — 06-20-1995~~

~~— 10-19-2004 ISD 709~~

~~6130 HEALTH EDUCATION~~

~~The health education curriculum shall be consistent with the goals of education and shall include knowledge and skills for promotion of good health. It will be designed to strengthen the individual's self-awareness. It will provide students with information to enable them to make healthy decisions as they participate in their family and community.~~

~~Included in instruction will be health literacy. Health literacy is the capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways, which are health enhancing. Educational experiences to produce health literate students with the ability to be critical thinkers and problem solvers, responsible and productive citizens, self-directed learners, and effective communicators will be the emphasis of the Health Education curriculum.~~

~~All faculty members will be informed of relevant facts pertaining to all facets of health education. Inservice programs will be established to help faculty be alert and informed of current information in relation to this area of study.~~

~~The School District recognizes that the first responsibility for the total health education of the child belongs to the parents. Yet, our society must be ready to accept its share of the responsibility. Steps shall be taken to ensure that the special knowledges, skills, interests, and responsibilities of the School District and related community agencies are recognized and utilized in the school's program of health education.~~

~~A Health Curriculum will include instruction in the six priority health risk behaviors identified by the Centers of Disease Control: Tobacco Use, unhealthy dietary behaviors, inadequate physical activity, alcohol and other drug use, sexual behaviors that may result in HIV infection, other sexually transmitted diseases, and unintended pregnancies, behaviors that may result in violence and unintentional injuries.~~

References: MS 122A.66

~~Adopted: 12-12-72 ISD 709~~

~~Revised: 06-20-95~~

~~10-19-04 ISD 709~~

3075 725 BIDS / QUOTES / REQUESTS FOR PROPOSALS (RFP'S)

The District's administration is authorized to enter into a joint purchasing agreement with the State of Minnesota to allow the District to purchase goods and services listed on the State's contract index at the prices and terms available to the State. The District is not required to obtain bids and quotations for purchases made from the State's contract index. Furthermore, administration is authorized to purchase goods and/or services from other governmental or school district cooperative or joint purchasing ventures, established through a competitive bidding process.

1. Contracts

A "contract" means an agreement entered into by the School District for the purchase or sale of supplies or services, materials, and equipment, or the rental thereof, or the construction, alteration, repair, or maintenance of real or personal property.

All contracts that are entered into by the district, shall be in strict accordance with Minn. statute §471.345 and §123B.52 for Bids/Quotes/RFP requirements. All document retention relating to Bids/Quotes/RFPs shall also be in accordance with statutory obligations.

The School Board may authorize, by resolution, the Superintendent, or his/her designee to lease, purchase, and contract for goods and services within the budgets as approved by the School Board subject to statutory requirements and Board policy limitations.

All open-market orders or contracts shall be awarded to the lowest responsible, qualified bidder, consideration being given to the qualities of the articles to be supplied, their conformity with the specifications, their suitability to the requirements of the educational system, the delivery terms, and the past performance of vendors.

The School District reserves the right to be the sole judge as to whether or not the bid meets the specification.

The Superintendent or Director of Business Services are authorized up to the limits established by board resolution to enter into revenue or expenditures contracts for the lease, purchase, and contract for goods and services.

2. Professional Services

Professional services rendered by attorneys, accountants, architects, consultants, and other specialized services shall be in accordance with state statutes and laws.

Legal References: ~~MSA-123.37-123B.52~~ Minn. Stat. §471.345 (Uniform Municipal Contracting Law)
~~471.345~~ Minn. Stat. §123B.52 (Contracts)

Cross References: 725R Requests for Proposals

Adopted: 09-21-1993 ISD 709
Revised: 06-21-1994
06-20-1995
02-17-1998
02-23-2010 ISD 709

604R INSTRUCTIONAL CURRICULUM

Statement

Duluth Public Schools respect the rights of parents or guardians to request alternative instruction for their students. Parents or guardians may request alternative instruction if they feel the instructional plan or resource assigned by the teacher is not appropriate for the student. Parents and guardians, who wish to opt-out their student from part of Duluth Public School's curriculum, including instruction and materials, must follow the procedure detailed below:

1. Participate in a meeting with the building principal or designee who will hear the concerns. The Principal or designee will explain the alternative instruction request process and provide an overview of the responsibilities of parents/guardians and students in implementing alternative instruction.
2. A formal request for alternative instruction is initiated upon submission of a completed [Formal Request for Alternative Instruction](#). The plan must include, as applicable, details for:
 - Replacement instructional materials;
 - How the plan aligns to state and district standards;
 - How the parent/guardian will cover costs to the District to implement the plan; and
 - How the alternative instruction will be delivered to the student.
3. A school committee, that may include a building administrator, classroom teacher, and Content Lead teacher will evaluate the plan. The evaluation will consider whether the alternative instruction plan is aligned to District and state standards, district policy, and assessments, and the availability of school resources, such as classroom space, to administer the plan. The evaluation will also ensure that the implementation of the plan for alternative instruction will not incur a cost to the District.
4. The school committee will provide a response to the written plan within 10 school days. The response will be one of the following:
 - A. Acceptance of the plan for alternate instruction;
 - B. Acceptance of the plan for alternate instruction with modifications, including an explanation for the modifications; or
 - C. Notification that the plan for alternate instruction is not acceptable with an explanation.

The response will specify how the learning will be assessed. The parent/guardian will reply in writing with an agreement or refusal to provide for the resources needed to implement the plan. If the parent/guardian accepts the response, the plan must begin within 10 school days from the date of parental acceptance.

5. If the plan is not accepted, the parent/guardian may appeal to the Director of Elementary Education or Director of Secondary Education. The Director will convene an appeals committee that may include the Curriculum Coordinator, Content Lead Teacher, and a classroom teacher. The Committee will consider the case at its earliest opportunity and submit a recommendation to the Superintendency, which will then be communicated to the school and parent/guardian. Final decisions regarding the appeal will be made by the Superintendent or designee. When a student opts-out of a portion of a course, the student will use that instructional time as independent study time. While alternatives will be considered based upon each situation, the school is not obligated to provide space outside of the regular classroom for the independent study time. The student may not leave the school campus during this time.

Legal References: Minn. Stat. § 120B.20 (Parental Curriculum Review)

Cross References: 604 Instructional Curriculum
606 Textbooks and Instructional Materials

Adopted:

~~3075R~~ **725R BIDS / QUOTES / REQUESTS FOR PROPOSALS (RFP'S)**

Current contract limits as defined by uniform municipal contracting law.

Minn. Stat. § 471.345, the Uniform Municipal Contracting Law, was established to provide dollar limits for all municipalities upon contracts which shall or may be entered into on the basis of competitive bids, quotations, or purchase or sale in the open market. Vendors may now submit bids, quotations, and proposals electronically in a form and manner required by the municipality. Minn. Stat. § 471.345, subd. 18. Generally, the following thresholds apply:

1. Contracts over ~~\$100,000~~ **\$175,000**

If the amount of the contract is estimated to exceed ~~\$100,000~~ **\$175,000**, sealed bids shall be solicited by public notice in the manner and subject to the requirements of the law governing contracts by the particular municipality or class thereof.
2. Contracts from ~~\$25,000~~ **\$25,001** to ~~\$100,000~~ **\$174,999**

If the amount of the contract is estimated to exceed \$25,000 but not to exceed ~~\$100,000~~ **\$174,999**, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained shall be kept on file for a period of at least one year after receipt thereof.
3. ~~Contracts less than \$25,000~~ **For contracts of \$25,000 or less**

If the amount of the contract is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market. If the contract is made upon quotation it shall be based , so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt thereof.

In addition, Minn. Stat. § 471.345, subds. 16 and 17, allow school districts to purchase supplies, materials, and equipment using an electronic reverse auction process; and to sell supplies, materials, and equipment which is surplus, obsolete, or unused using an electronic selling process.

Best value procurement is a process based on competitive proposals (as an alternative to bids) that awards the contract to "the vendor or contractor offering the best value, taking into account the specifications of the request for proposals, the price and performance criteria as set forth in Minn. Stat. § 16C.28, subd. 1b, and described in the solicitation document." Minn. Stat. § 16C.28, subd. 1(a)(2). Before administering best value procurement procedures, personnel must be trained in the best value RFP process. See Minn. Stat. § 16C.28, subd. 1d.

All Requests for Proposals must be approved by the School Board.

Legal References: Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 16C.28 (Contracts; Award)

Cross References: 725 Requests for Proposals

Approved: 9-21-93 ISD 709
Revised: 5-17-94
6-20-95
5-21-2002
2-23-10