

Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, January 28, 2025

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

6:30 PM

1. **Call to Order**
2. **Roll Call**
3. **Pledge of Allegiance**
4. **Approval of the Agenda**
5. **School and Community Recognition** 2
6. **Report of the Superintendent**
 - A. Reports from Student School Board Representatives
 - B. Superintendent's Report 3
 - C. Schedule of Meetings and Events 14
7. **Report of Standing Committees**
 - A. Committee of the Whole
 - 1) Monthly Committee of the Whole (*Tuesday, January 14, 2025*) 15
 - B. Human Resources/Business Services Committee (*Tuesday, January 21, 2025*)
 - C. Policy Committee (*Tuesday, January 21, 2025*) 73
8. **General Board Committee Updates**
9. **Consent Agenda**
10. **Resolutions from Committee Reports**
 - A. B-1-25-4082 - Acceptance of Donations to Duluth Public Schools 184
 - B. B-1-25-4083 - Acceptance of Grant Awards to Duluth Public Schools 189
11. **Special Resolutions and Action Items**
 - A. B-1-25-4084 - Resolution Establishing 2025 Combined Polling Places in the Duluth Public School District 190
 - B. B-1-25-4085 Designation of Identified Official with Authority (IOwA) for Duluth Public Schools 192
 - C. B-1-25-4086 Combining the Duties of Clerk and Treasurer 193
 - D. B-1-25-4087 2025 Legislative Platform 194
 - E. SP-1-25-4088 School Board Members to Attend Duluth Days at the Capitol 2025 197
 - F. CONTRACT - Duluth Transit Authority/Duluth Public Schools Bus Pass Program Agreement (FY25 & FY26) 198
12. **Questions / Other**
13. **Adjournment**

Dear School Board Members,

This evening, we are thrilled to celebrate two outstanding student debaters who have earned the honor of representing Duluth at the prestigious National Tournament in Des Moines, Iowa, this coming June 2025:

- Alex Singer demonstrated remarkable skill and depth of knowledge, securing 1st place in Lincoln Douglas Debate. He masterfully argued the complex topic of Wealth Tax, earning top honors through persuasive reasoning and eloquent delivery.

- Azalea Steffes impressed judges with her poise and expertise, achieving 2nd place in Congressional Debate. She skillfully debated critical issues such as Paid Parental Leave and Prohibiting Assault Weapons.

These accomplishments are a testament to the countless hours of preparation, research, and practice that Alex and Azalea have dedicated to their craft. Their success not only highlights their individual talents but also underscores the importance of fostering articulate and informed youth voices.

Please join me in giving a well-deserved round of applause to Alex and Azalea for their outstanding achievements. We are confident that they will represent Duluth with distinction at Nationals this June.

Sincerely,
Anthony Bonds
Assistant Superintendent

www.ISD709.org

Duluth

Public Schools

Every Student. Every Day.

Superintendent's Report

January 28, 2025



OUR 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.

OUR VISION

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

OUR CORE VALUES

Learning



Developing a love of learning through life-long inquiry.

5

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.

Topics

- Student Introductions Reports
 - Myaiana Taylor - ALC Rep
 - Latasaija Garner - Denfeld Rep
 - Kate Dean - East Rep
- Budget Reduction and Realignment Update
- Spanish Immersion Expansion Update
- Federal Government Updates
- Legislative Update
- Other

Budget Reduction and Realignment



Focus Statement: Achieving necessary budget adjustments while aligning resources to the district priorities and positioning us to make effective decisions now and into the future.

Reality "The Why"	Unacceptable Means "The Not How"	Results "The What"
<ul style="list-style-type: none"> ● Elimination of federal pandemic relief funds ● Inflation costs ● New unfunded legislative mandates requiring resources ● Ongoing effects of employee contract settlements ● Relatively stable enrollment ● Current projected deficit of for FY26 \$7.5M ● Actual FY26 deficit dependent on prior intended reductions in FY25 budget - minimum of \$2.6M in overloads, summer extension, overtime, travel, floating subs and attrition. ● FY26 deficit will be reduced to \$4.9M if current goal of \$2.6M in FY25 reductions is met ● FY26 Priority areas supporting every student, advancing equity and improving systems including new MS and HS new schedule and model, literacy work ● Increasing costs of special education services ● Have been able to mitigate some financial impacts through unassigned fund balance (a savings account) and Long-Term Facilities and Maintenance fund balance. 	<ul style="list-style-type: none"> ● Violate laws, board policy, regulations & contracts ● Going into Statutory Operating Debt ● Avoid going below 8% fund balance ● Violate identified November 2023 referendum commitments <ul style="list-style-type: none"> ○ Maintain most social emotional and mental health supports ○ Implementation of a new high school schedule ○ Maintain and strengthen most academic supports ● Develop reduction and reallocation options in isolation without representative stakeholder input ● Make decisions without proper or sufficient data 	<ul style="list-style-type: none"> ● Balanced budget for 2025-26 ● Utilize a transparent and engaging process for budget reductions and reallocations for FY26 ● Prioritize and protect classroom needs as much as possible ● Alignment of funding and operations to district priorities: <ul style="list-style-type: none"> ○ Continue to support student needs throughout the district ○ Continue to advance equity efforts throughout the district (e.g. Continue to allocate additional resources to students with the greatest need.) ○ Continue to improve systems throughout the district ● Develop and forecast balanced budgets ● Examine all legacy practices with a lens of fiscal accountability ● Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities

Displacement Timeline

- Jan 15 Final docs due - Elementary, Secondary, HR & Operations, Bus Services, TLE, etc.
- Jan 21-24 HR determines final “who” is being displaced (*first round)
- Jan 27 Principals and supervisors receive notification of who will be displaced*
- Jan 27-30 Principals and supervisors communicate to displaced individuals*
- Jan 31 HR displacement letters are sent*
- Feb 1 Retirement notification

Spanish Immersion Expansion Update

- Lowell Spanish Immersion Parent meeting: January 13th
- Myers-Wilkins Parent Information Night: February 24th
 - Meeting for current Myers-Wilkins families to learn about changes and opportunity
- Myers-Wilkins Spanish Immersion Information Night: February 26th 6:00-7:00 PM
 - Meeting for incoming kindergarten and 1st grade families to learn about immersion programming options
- Lowell Spanish Immersion Information Night: February 27th 6:00-7:00 PM
 - Meeting for incoming kindergarten and 1st grade families to learn about immersion programming options
- Myers-Wilkins Spanish Immersion Transition Committee: 1st week of March
 - MW school leadership team meeting January 29th to begin planning for committee

Federal Government Updates

1. Immigration - Department of Education states that all children are entitled to public education, regardless of immigration status. Previously, “sensitive locations” such as schools, houses of worship and hospitals were exempt from raids conducted by Immigration and Customs enforcement, but these restrictions have been repealed. We are working with our legal team and will be sharing additional guidance with our staff tomorrow.

2. Federal Grant Funds -

The recent federal funding freeze could have an impact on Minnesota schools. Here's why:

- **Reduced Funding:** Minnesota receives billions of dollars annually in federal grants. A freeze would cut funding for programs crucial to schools, such as:
 - **Special Education:** Programs supporting students with disabilities rely heavily on federal funds.
 - **School Lunch Programs:** These programs provide essential nutrition for many students.
 - **Early Childhood Education:** Programs like Head Start receive significant federal support.
 - **Technology Integration:** Funding for technology in classrooms and digital learning initiatives could be disrupted.

Important Note: The full extent of the impact is still uncertain as the funding freeze is a developing situation.

11

The district will continue to closely monitor the situation and will adjust accordingly.

Legislative Updates

- We held our Duluth School Board Work Session with legislators on January 17th
- We attended the AMSD 2025 Legislative Preview on January 10th
- We met on January 23rd to finalize and will be voting on our platform tonight
- We plan to participate in robust lobbying, including at the Duluth and St. Louis County Days

Questions



Schedule of Meetings and Events

All meetings will be held at: **District Services Center, 709 Portia Johnson Drive, Duluth, MN 55811**
(Unless otherwise noted).

[Listening Session Guidelines](#)

The Schedule of Meetings and Events is Subject to Change.

Week of January 27 - January 31, 2025

Tuesday	January 28, 2025	5:30 p.m. - 6:15 p.m.	School Board Listening Session
Tuesday	January 28, 2025	6:30 p.m.	Regular School Board Meeting*

Week of February 3 - February 7, 2025

Tuesday	February 4, 2025	4:30 p.m.	Monthly Committee of the Whole
Thursday	February 6, 2025	6:00 p.m.	Education Equity Advisory Committee (EEAC)

Week of February 10 - February 14, 2025

Tuesday	February 11, 2025	3:30 p.m.	Policy Committee
Tuesday	February 11, 2025	4:30 p.m.	HR/Business Services Committee
		(or immediately following Policy Committee)	
Thursday	February 13, 2025	5:30 p.m.	Head Start Parent Policy Council Lowell Elementary School 2000 Rice Lake Rd.

Week of February 17 - February 21, 2025

None

**If a Regular School Board meeting is canceled and cannot be held on the regularly scheduled date listed above, due to weather or unforeseen circumstances, it will be held the very next day at the same time and location.*

**Office of the Superintendent
January 24, 2025**

Monthly Committee of the Whole Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, January 14, 2025

District Services Center

709 Portia Johnson Dr.

Duluth, MN 55811

4:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Strategic Plan Alignment

1) Improving Systems

- a. Duluth School District Expansion at 424 West 1st Street Duluth, Minnesota 2
55802

B. Budget Update

1) Budget Reduction and Realignment Update

7

C. Strategic Plan Alignment

1) Supporting Every Student

a. Centralizing Enrollment

9

b. Draft of 2025-26 School Calendar - 2 Versions

21

c. 2025-2026 Secondary Course Offerings Changes

25

d. Spanish Immersion Expansion

32

2) Advancing Equity - N/A

D. Other

4. ADJOURN

COW Agenda Cover Sheet

Meeting Date: January 14, 2025

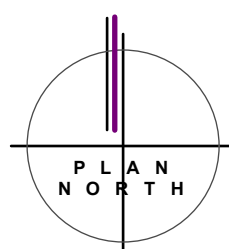
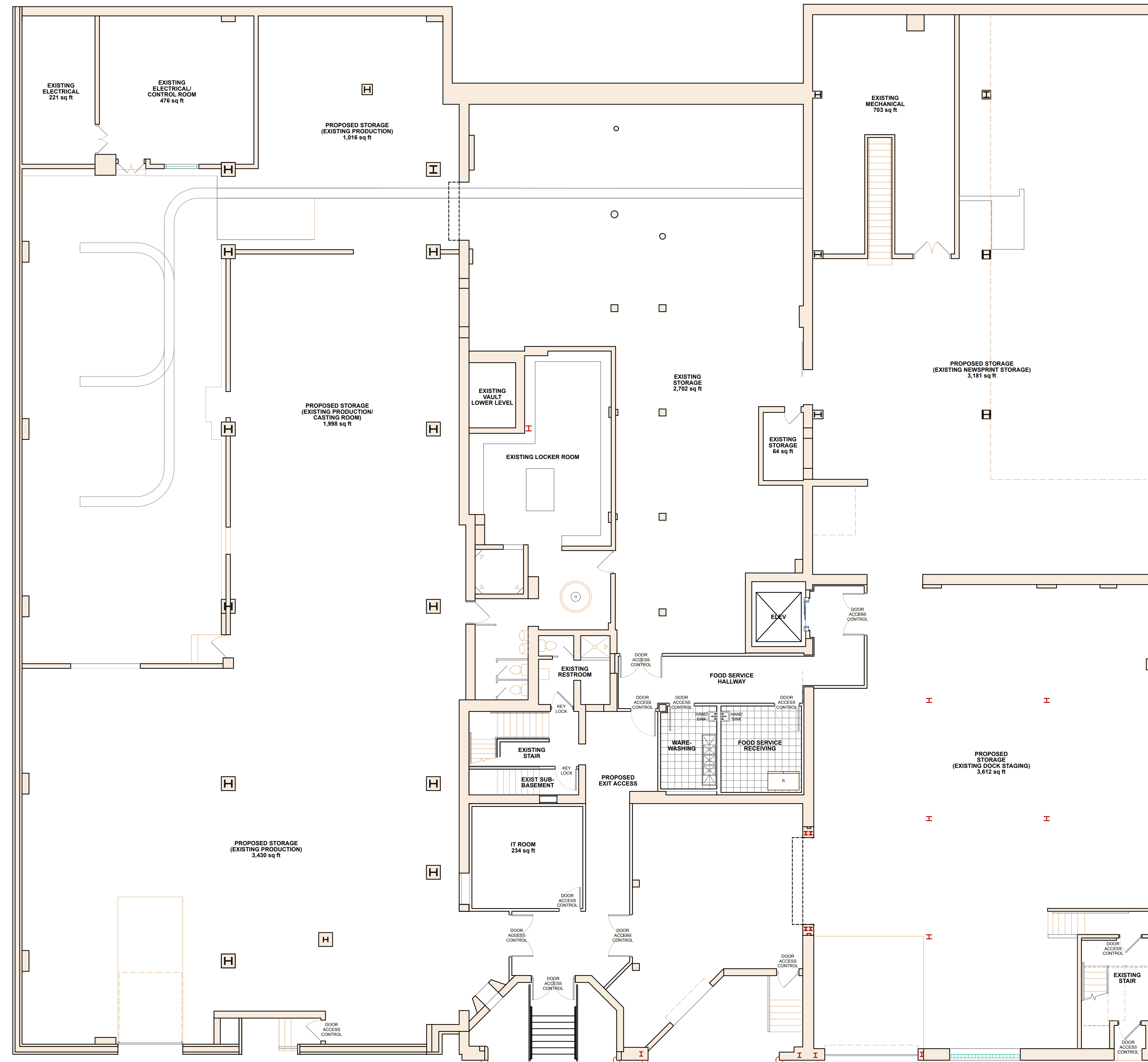
Topic: Duluth School District Expansion at 424 West 1st St

Presenter(s): Anthony Bonds, Byran Brown, and Chris Hogan

Attachment (yes) or (no) yes

Brief Summary of Presentation or Topic (no more than a few sentences): An update regarding the build out process with input from department leaders and next steps.

This Requires School Board Approval Yes No



1 SCHEMATIC FLOOR PLAN - BASEMENT
1/8" = 1'-0"

M
3335 W St Germain St,
St Cloud, MN 56301
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DESIGN TREE
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Corporate Office:
120 17th Ave W, Alexandria, MN 56308
888-216-1916

MBJ
TEL: 218.722.1056 501 LAKE AVENUE S
SUITE 200
DULUTH, MN 55802
mbjeng.com

CS

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision and that I am a duly Licensed Architect under the laws of the State of MINNESOTA.
Signature: CHRISTOPHER J. HOGAN
Reg. No.: 46983 Date: ISSUED

**DULUTH PUBLIC SCHOOLS
ISD 709 - EDUCATION CENTER
424 WEST FIRST STREET
DULUTH, MINNESOTA 55802**

REVISIONS

Transmittal Set ID	Transmittal Name	Transmittal Set Date

SHEET TITLE
BASEMENT FLOOR PLAN
DRAWN BY: S.JG/C.J.H. DATE: 12/19/24 PROJ. NO. 33231

SHEET NO.
P-100

PRELIMINARY - NOT FOR CONSTRUCTION - 12/19/2024

DULUTH PUBLIC SCHOOLS
ISD 709 - EDUCATION CENTER
 424 WEST FIRST STREET
 DULUTH, MINNESOTA 55802

REVISIONS

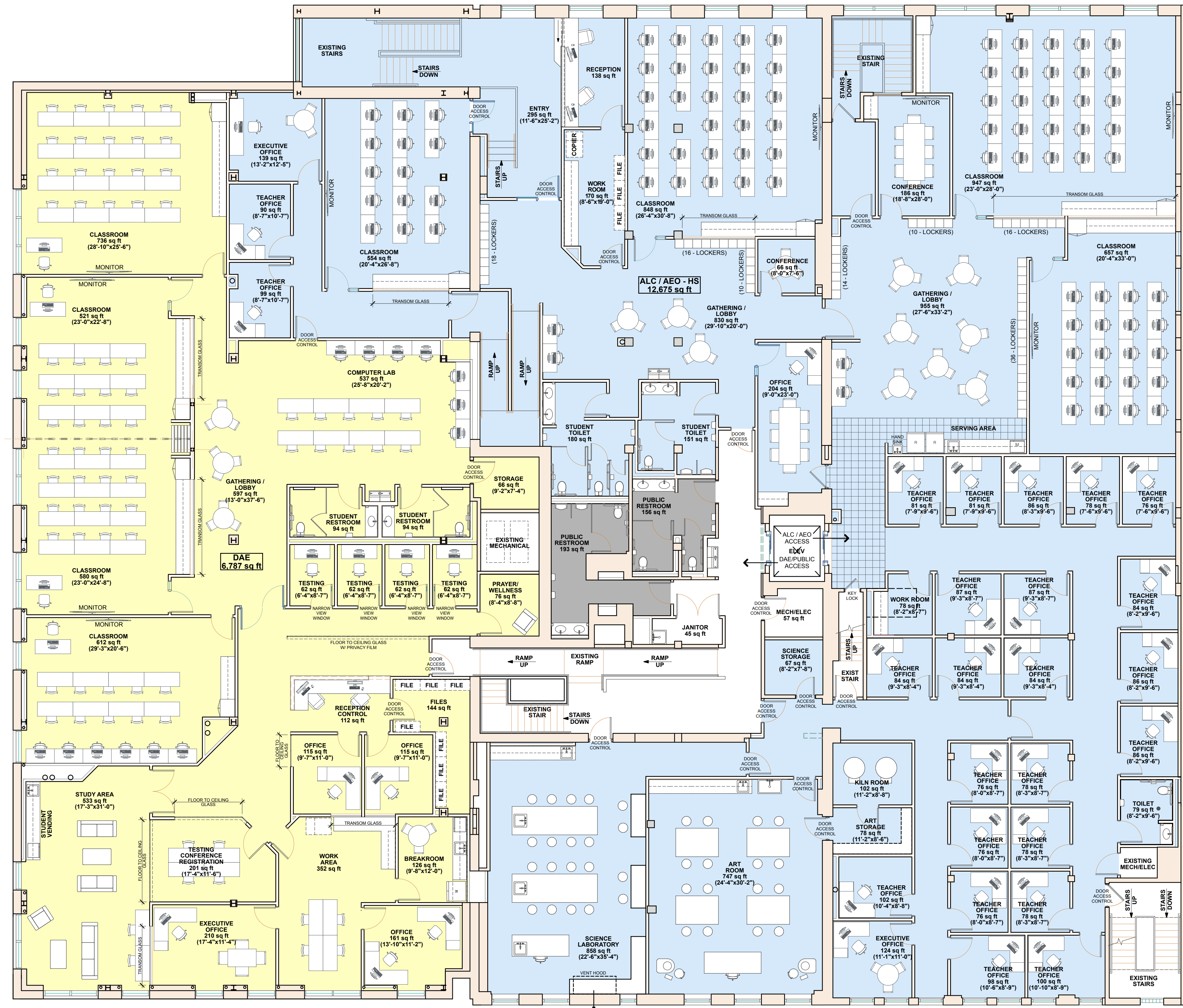
Transmittal Set ID	Revised Set Name	Transmittal Set Date

SHEET TITLE
 SECOND FLOOR PLAN

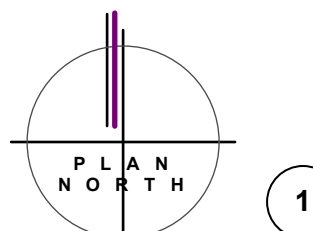
DRAWN BY:	DATE:	PROJ. NO.
SJG/CH	12/19/24	33231

SHEET NO.
P-102

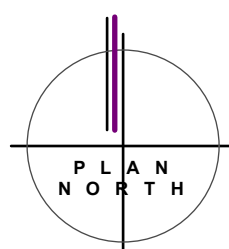
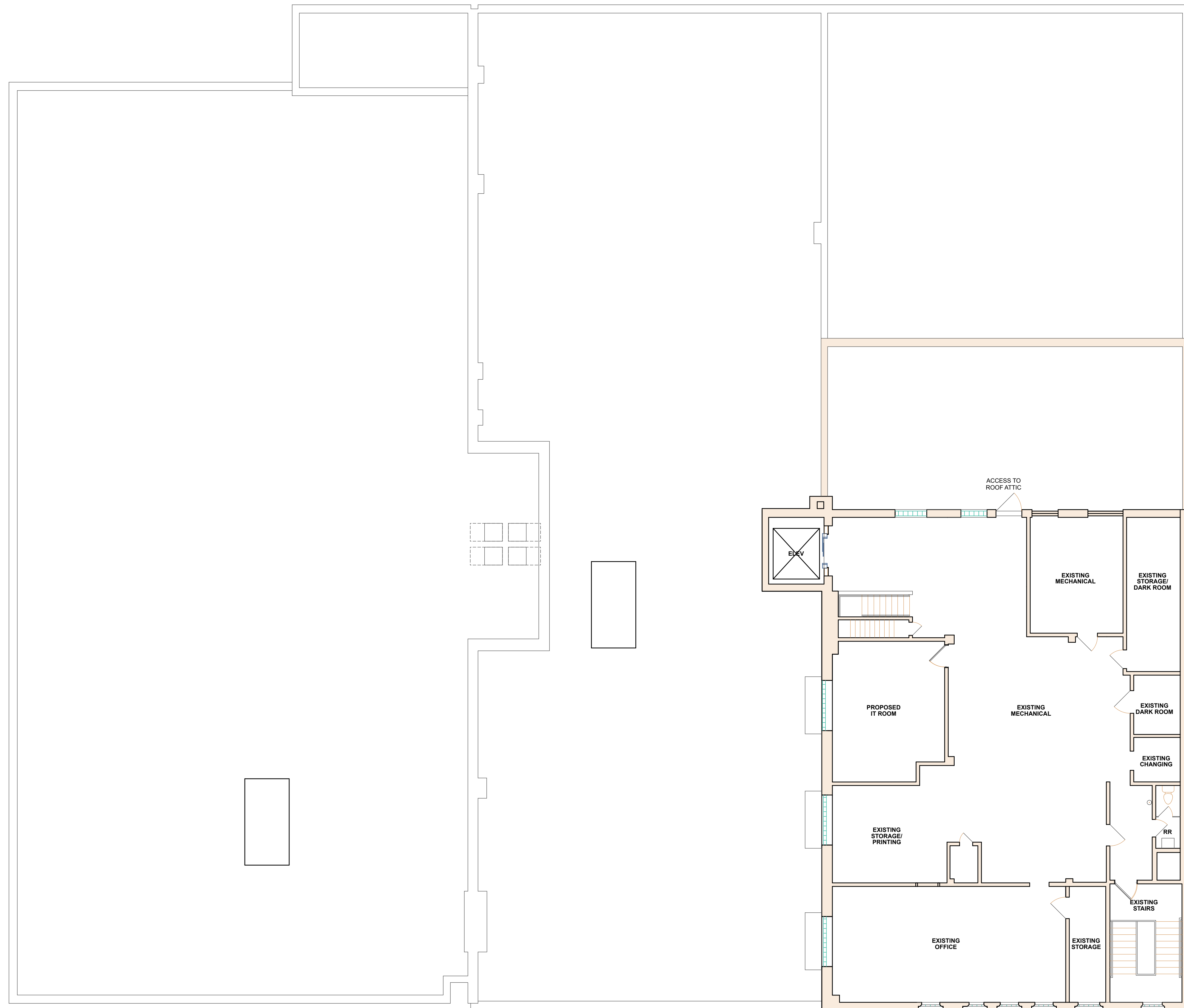
PRELIMINARY - NOT FOR CONSTRUCTION - 12/19/2024



- STEPS
- T-12 / BRIDGE SPECIAL ED
- DISTRICT WIDE STAFF
- ECSE
- EARLY CHILDHOOD / HEADSTART
- SCREENING
- COMMUNITY EDUCATION
- ALC / AEO
- DAE
- SHARED



1 SCHEMATIC FLOOR PLAN - SECOND FLOOR
 1/8" = 1'-0"



1 SCHEMATIC FLOOR PLAN - THIRD FLOOR
1/8" = 1'-0"

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duluth, MN 55802

CS

I hereby certify that this plan, specification, or report was prepared by me or under my direct supervision and that I am a duly Licensed Architect under the laws of the State of MINNESOTA.

Signature : CHRISTOPHER J. HOGAN
Reg. No. : 46983 Date : ISSUED

DULUTH PUBLIC SCHOOLS
ISD 709 - EDUCATION CENTER
424 WEST FIRST STREET
DULUTH, MINNESOTA 55802

REVISIONS

Transmittal Set ID	Transmittal Name	Transmittal Set Date

SHEET TITLE
THIRD FLOOR PLAN
DRAWN BY: S.JG/C.J.H. DATE: 12/19/24 PROJ. NO. 33231

SHEET NO.
P-103

PRELIMINARY - NOT FOR CONSTRUCTION - 12/19/2024

COW Agenda Cover Sheet

Meeting Date: Tuesday, January 14, 2025

Topic: Budget Reduction and Realignment Update

Presenter(s): Simone Zunich

Attachment (yes) or (no) Yes (Budget Reduction Timeline - Displacements, etc.)

Brief Summary of Presentation or Topic (no more than a few sentences): Executive Director Simone Zunich will provide a brief update on the budget reduction and realignment process. Zunich will present the Budget Reduction Timeline during this presentation.

This Requires School Board Approval Yes No

Budget Reduction Displacement Timeline

Key Dates

- Jan 6** Cabinet - Ensure finalization of budget reduction documents
Plan for communication needs
- Jan 8** Principal +: Share out Timeline
- Jan 9** Assignment and Transfer QLT
- Jan 13** Cabinet
- Jan 15** **Final documents/decisions due** - Elementary, Secondary, HR & Operations,
Bus Services, TLE, etc.
- Jan 21-24** HR determines final “who” is being displaced
- Jan 27** Cabinet Retreat
Principals and supervisors receive notification of who will be displaced
- Jan. 27-30** Principals and supervisors communicate to displaced individuals
- Jan 31** HR displacement letters are sent
- Feb 1** Retirement notification

COW Agenda Cover Sheet

Meeting Date: Tuesday, January 14, 2025

Topic: Centralizing Enrollment

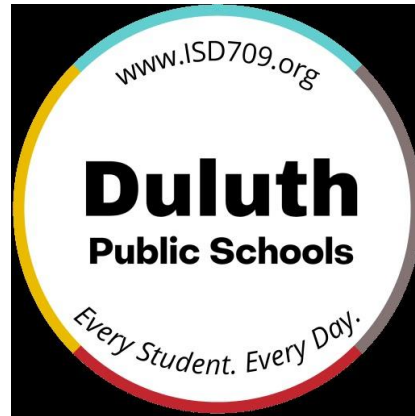
Presenter(s): Simone Zunich, Philip Paulson, Danielle Dorn, Teresa Peterson

Attachment (yes) or (no) No

Brief Summary of Presentation or Topic (no more than a few sentences): District would like to centralize all student enrollments with a team made up of Philip Paulson, Danielle Dorn and Teresa Peterson. This would help workflow at the sites.

This Requires School Board Approval Yes No

Centralized Enrollment



Mission, Vision and Values

OUR 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.

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

Belonging

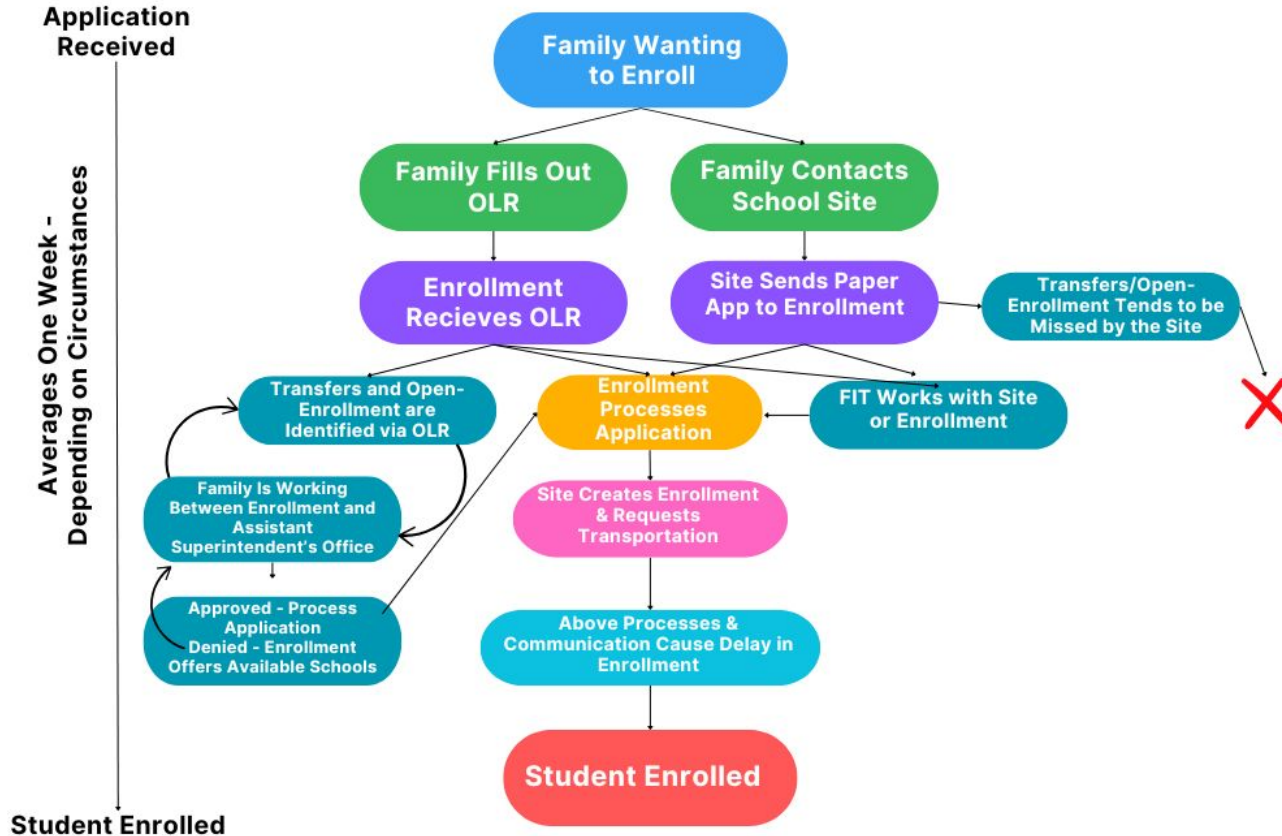


Providing a welcoming and accessible environment where everyone feels safe, seen and heard.

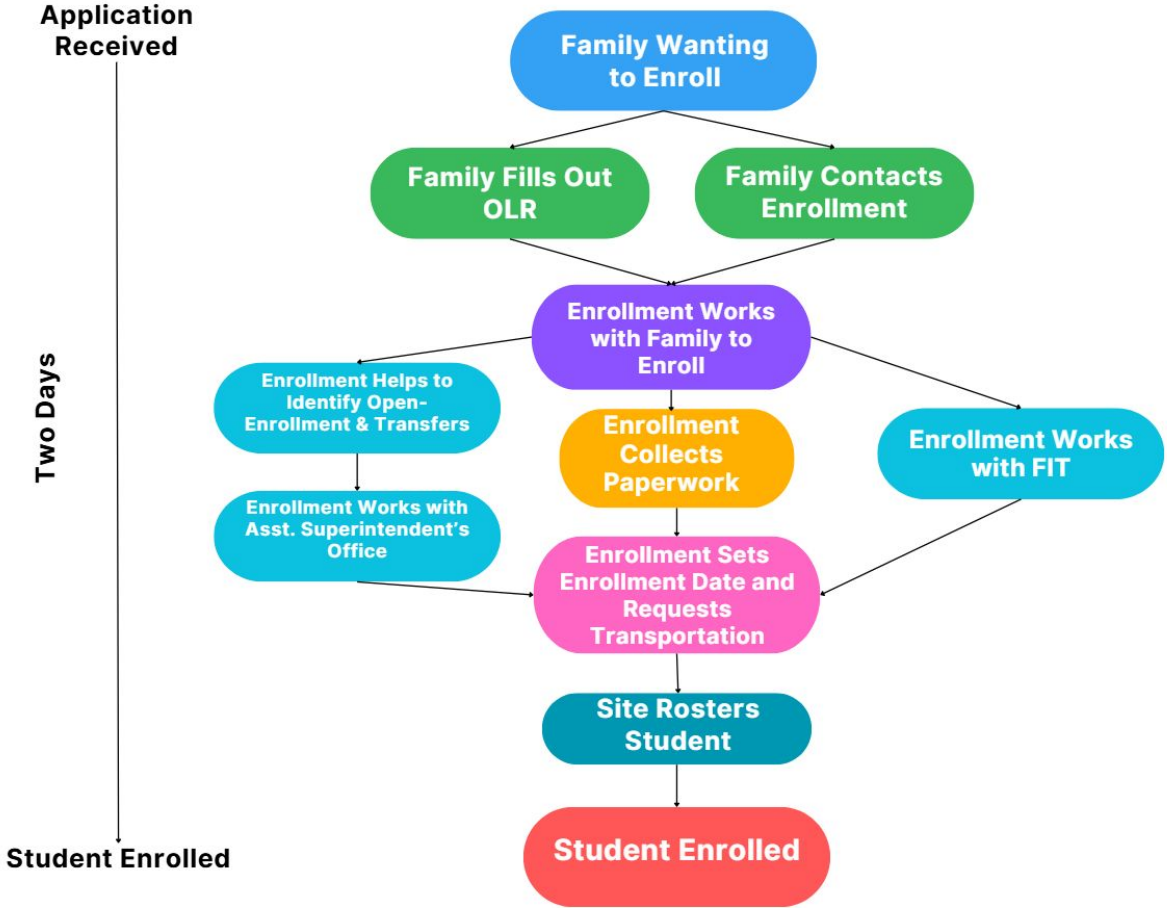
Why Centralized Enrollment?

- **Benefits for Families**
 - Simplified Process/One Point of Contact
 - Increased Equity
 - Improved Communication with Families
 - Reduced Lead Time to Enrollment
- **Benefits for the District**
 - Accurate Data Management
 - Decreased Data Errors on MARSS & Ed-Fi Reporting
 - Stops Accidental Ending of Enrollments that Causes Data Loss
 - Increased Family Satisfaction
 - Increased Revenue Potential with ADM (Average Daily Membership)
 - Reduction in Costs by Moving to Digital Files
 - Paper, File Folders, Printing, Physical Storage, and Staff Allocation

Current Enrollment Challenges



Centralized Enrollment Flow Chart



An Easier Enrollment Process

- Positive Impacts
 - Easier Process for Families
 - Support for Families who Need Additional Resources
 - Accurate Data Management for the District
 - Digitized Files
 - Increased Revenue Potential
 - Reduced Costs
 - Quick and Accurate Transportation Requests
- Improving Systems
 - Simplified Process Between Internal Departments

English

* Indicates a required field



Application Number 13609

Application For 25-26 K-12 Registration (testing - DO NOT USE)



Welcome to Duluth Public Schools Online Enrollment

Before you begin, please read the following instructions:

Please allow up to 30 minutes to complete the Online Enrollment process for your student(s). Required documents to enroll are address verification, birth verification, and immunization records for your student(s).

During the online enrollment process required fields will be marked with a red asterisk "*". You can navigate using the headers to review/revisit information you have entered.

If you have any questions during the enrollment process please contact our enrollment office at or email enroll@isd709.org.

Tennessee Notice: Private data is collected in this application for the purpose of student enrollment. It will be used to document educational progress and comply with federal/state requirements. Providing it will allow for better education opportunities. You may refuse to provide this data but that may lessen educational opportunities. This data will only be shared with individuals/entities with a legitimate educational interest or legal right to it.

37

Begin Enrollment



* Indicates a required field

Primary Residence Address

Enter your student's primary residence address below. If your address is recognized in our system, the complete address will appear below the "Clear Address Fields" button. Clicking on your address will populate the required address fields.

Street Number *	N,S,E,W	Street Name Only *	St, Ave, Blvd, etc.	N,S,E,W	Apartment #
<input type="text" value="111"/>	<input type="text" value=""/>	<input type="text" value="Main"/>	<input type="text" value="St"/>	<input type="text" value=""/>	<input type="text" value=""/>
City *	State *	Zip *	Zip + 4	County	
<input type="text" value="Duluth"/>	<input type="text" value="MINNESOTA"/>	<input type="text" value="55811"/>	<input type="text" value="5034"/>	<input type="text" value=""/>	

Clear Address Fields

Next >

- Address Verification +
- Mailing Address +
- Primary Phone +

Save/Continue

Student Name: : Minnie Mouse

✔ Demographics

Please enter your student's information. If you are enrolling more than one student, the following steps will need to be completed for **each** student. If your student has two last names, please enter both in the box marked 'Legal Last Name'.

Legal First Name *

Minnie

Gender *

Female

Enrollment Grade: *

01

Legal Middle Name

Pronoun

Neighborhood School:

Unable to determine boundary school

Legal Last Name *

Mouse

Birth Date *

11/13/2019

Student will Attend the Above Assigned Neighborhood School *

Yes

No

Suffix

Date Entered U.S.

month/day/year

Nickname

Foreign Exchange *

Yes, this is a foreign exchange student

No, this is not a foreign exchange student

Student Cell Number

() - -

Next >

Training on Changes

- Training - Clerical Unit
 - This Handout Will Be Provided
- Updates to Training Manual
 - Infinite Campus Training Manual will be Updated to Reflect These Changes
- We Are Always Available as Well for Training/Support

COW Agenda Cover Sheet

Meeting Date: January 14, 2025

Topic: Draft of 2025-26 School Calendar - 2 Versions

Presenter(s): Anthony Bonds

Attachment (yes) or (no) Yes

Brief Summary of Presentation or Topic (no more than a few sentences): Will review the Drafted 2025-26 School Calendar. There are 2 Drafted Versions to review as one included students in school on Indigenous People's Day and one with no students in school on Indigenous People's Day instead a PD day would be held this day.

This Requires School Board Approval Yes No

This will come forward for approval to the School Board Meeting on January 28, 2025

ISD 709 Calendar 2025-26 School Year

JULY							AUGUST							SEPTEMBER							OCTOBER									
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S			
			1	2	Indep. Day HOLIDAY 4	5							1	2	Labor Day HOLIDAY 1	Gr. 1-12 First Day 2		3	Grade K First Day 4		5	6					1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11			
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	MEA WEEKEND 16	17	18			
20	21	22	23	24	25	26	Flexible Teacher Work Time (8hrs total)							21	22	23	24	25	26	27	19	20	21	22	23	24	25			
27	28	29	30	31			24	All Staff PD Day 26	Teacher WD/SD 27	Teacher Work Day 28		29	30	28	29	30					26	27	28	29	30	HM 31				

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6					New Years HOLIDAY 1	Winter Recess 2	3	1	2	3	4	5	6	7
2	PD Day 3	4	5	6	7	8	7	PD Day 8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	EHM 15	Teacher Work Day 16	17	15	Pres. Day HOLIDAY 16	Winter Recess 17	Winter Recess 18	Confer. Makeup 19	Confer. Makeup 20	21
16	17	18	19	20	21	22	21	22	23	Winter Recess 24	Winter Recess 25	Winter Recess 26	27	18	M.L.K. HOLIDAY 19	20	21	22	23	24	22	23	24	25	26	27	28
23				Thanksgiving HOLIDAY/ Recess 27	28	29	28	Winter Recess 29	Winter Recess 30	Winter Recess 31				25	26	27	28	29	30	31							

MARCH							APRIL							MAY							JUNE							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	PD Day 2	3	4	5	6	7				Spring Recess 1	Spring Recess 2	Spring Recess 3	4							1	2					Students Last Day EHM 4	Teacher Work Day 5	6
8	9	10	11	12	13	14	5	PD Day 6	7	8	9	10	11	3	PD Day 4	5	6	7	8	9	7	8	9	10	11	12	13	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	Juneteenth HOLIDAY 19	20	
22	23	24	25	26	HM 27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
29	Confer. Makeup 30	Confer. Makeup 31					26	27	28	29	30			24	Mem. Day HOLIDAY 25	26	27	28	29	30	28	29	30					

KEY DATES

- First day for Grade 1-12 students - September 2, 2025
- First day for Kindergarten students - September 4, 2025
- Schools will schedule open houses and conferences
- No school for students:
- Last day for students - June 4, 2026

GRADING TERMS

- Elementary Schools (E):**
- Term 1: September 2 to January 15
 - Term 2: January 20 to June 4
- High Schools (H) and Middle Schools (M):**
- Term 1: September 2 to October 31
 - Term 2: November 4 to January 15
 - Term 3: January 20 to March 27
 - Term 4: April 7 to June 4

Duluth
Public Schools

Form 3001 Item #35-05-002900

ISD 709 Calendar 2025-26 School Year

VERSION 1

JULY							AUGUST							SEPTEMBER							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	Indep. Day HOLIDAY 4	5																1	2	3	4		
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	PD Day 13	14	15	MEA WEEKEND 16 17	18	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	Teacher Work Day 25	All Staff PD Day 26	Teacher WD/SD 27	Teacher Work Day 28	29	30	28	29	30					26	27	28	29	30	HM 31	

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		PD Day 1	2	3	4	5	6					New Years HOLIDAY 1	Winter Recess 2	3	1	2	3	4	5	6	7
2	PD Day 3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	EHM 15	Teacher Work Day 16	17	15	Pres. Day HOLIDAY 16	Winter Recess 17	Winter Recess 18	Confer. Makeup 19	Confer. Makeup 20	21
16	17	18	19	20	21	22	21	22	23	Winter Recess 24	Winter Recess 25	Winter Recess 26	27	18	M.L.K. HOLIDAY 19	20	21	22	23	24	22	23	24	25	26	27	28
23				Thanksgiving HOLIDAY/ Recess 27	28	29	28	Winter Recess 29	Winter Recess 30	Winter Recess 31			25	26	27	28	29	30	31								

MARCH							APRIL							MAY							JUNE							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
1	PD Day 2	3	4	5	6	7				Spring Recess 1	Spring Recess 2	Spring Recess 3	4							1	2					Students Last Day EHM 4	Teacher Work Day 5	6
8	9	10	11	12	13	14	5	PD Day 6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	Juneteenth HOLIDAY 19	20	
22	23	24	25	26	HM 27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
29	Confer. Makeup 30	Confer. Makeup 31					26	27	28	29	30			24	Mem. Day HOLIDAY 25	26	27	28	29	30	28	29	30					

KEY DATES

- First day for Grade 1-12 students - September 2, 2025
- First day for Kindergarten students - September 4, 2025
- Schools will schedule open houses and conferences
- No school for students: [Red Box] [Light Red Box] [Yellow Box]
- Last day for students - June 4, 2026

GRADING TERMS

- Elementary Schools (E):**
- Term 1: September 2 to January 15
 - Term 2: January 20 to June 4
- High Schools (H) and Middle Schools (M):**
- Term 1: September 2 to October 31
 - Term 2: November 4 to January 15
 - Term 3: January 20 to March 27
 - Term 4: April 7 to June 4

ISD 709 Calendar 2025-26 School Year

VERSION 2

JULY							AUGUST							SEPTEMBER							OCTOBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	Indep. Day HOLIDAY 4	5																1	2	3	4		
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	MEA WEEKEND 16	17	18
20	21	22	23	24	25	26	Flexible Teacher Work Time (8hrs total)							21	22	23	24	25	26	27	19	20	21	22	23	24	25
27	28	29	30	31			24	All Staff PD Day 26	Teacher WD/SD 27	Teacher Work Day 28	29	30	28	29	30					26	27	28	29	30	HM 31		

NOVEMBER							DECEMBER							JANUARY							FEBRUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1		1	2	3	4	5	6					New Years HOLIDAY 1	Winter Recess 2	3	1	2	3	4	5	6	7
2	PD Day 3	4	5	6	7	8	7	PD Day 8	9	10	11	12	13	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	EHM 15	Teacher Work Day 16	17	15	Pres. Day HOLIDAY 16	Winter Recess 17	Winter Recess 18	Confer. Makeup 19	Confer. Makeup 20	21
16	17	18	19	20	21	22	21	22	23	Winter Recess 24	Winter Recess 25	Winter Recess 26	27	18	M.L.K. HOLIDAY 19	20	21	22	23	24	22	23	24	25	26	27	28
23				Thanksgiving HOLIDAY/ Recess 27	28	29	28	Winter Recess 29	Winter Recess 30	Winter Recess 31			25	26	27	28	29	30	31								

MARCH							APRIL							MAY							JUNE								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
1	PD Day 2	3	4	5	6	7				Spring Recess 1	Spring Recess 2	Spring Recess 3	4							1	2						Students Last Day EHM 4	Teacher Work Day 5	6
8	9	10	11	12	13	14	5	PD Day 6	7	8	9	10	11	3	PD Day 4	5	6	7	8	9	7	8	9	10	11	12	13		
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	Juneteenth HOLIDAY 19	20		
22	23	24	25	26	HM 27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27		
29	Confer. Makeup 30	Confer. Makeup 31					26	27	28	29	30			24	Mem. Day HOLIDAY 25	26	27	28	29	30	28	29	30						

KEY DATES

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Duluth Public Schools

Form 3001 Item #35-05-002900

COW Agenda Cover Sheet

Meeting Date: January 14th, 2025

Topic: 2025-2026 Secondary Course Offerings Changes

Presenter(s): Jen Larva, Danette Seboe, Dale Uselman

Attachment: Yes

Brief Summary of Presentation or Topic (no more than a few sentences):

We are presenting the proposed changes to the high school and middle school course offerings for the 2025-2026 school year.

This Requires School Board Approval Yes No

This will come forward for approval to the School Board Meeting on January 28, 2025

25-26 Course Changes

High School

Action	Course Title	Content Area	Course Length	Semester Credits	Description
Add	Computer Maintenance and Repair	CTE	Semester	.5	Computer Maintenance and Repair courses prepare students to apply basic electronic theory and principles in diagnosing and repairing personal computers and input/output devices. Topics may include operating, installing, maintaining, and repairing computers, network systems, digital control instruments, programmable controllers, and processors.
Add	Computer Gaming and Design	CTE	Semester	.5	This course will prepare students to design computer games by studying design, animation, artistic concepts, digital imaging, coding, scripting, multimedia production, and game play strategies.
Add	American Sign Language 2	World Languages	Year	1.0	American Sign Language 2 continues the study of American Sign Language (ASL) by developing students' intermediate communication skills. Building on the ASL 1 foundation, this course will enhance students' proficiency in comprehension and expressive skills through more complex conversations, storytelling, and interactive dialogues. Emphasis will be placed on refining grammatical structures, expanding vocabulary, and deepening cultural awareness of Deaf communities. Additionally, students will be introduced to various forms of ASL literature, including narratives and poetry, to appreciate ASL as both a language and a cultural expression.
Add	Interscholastic Officiating	AEO Only	Semester	.5	This course is online only offered through AEO. Students will complete multiple components of the NFHS Interscholastic Officiating course. In addition to officiating, training will include concussion, bullying, sportsmanship, implicit bias, sudden cardiac arrest, responding to a collapsed student, understanding vaping, and heat illness prevention. Students will participate in virtual seminars and focus their officiating training on 3 specific activities (options include sports and fine arts). Field work will be required for the 3 focus activities where students will be assigned to current officials to shadow. Students will complete all MSHSL certification requirements for at least 1 sport or activity. Upon compilation students will be eligible for hire to officiate certified activities by area schools.

Add	Emergency Medical Technician 1	CTE	Semester	1.0 Block	The EMT 1 course is focused on development of the EMT's critical role as a team member during patient crisis situations. It is an entry level certification in the Emergency Medical Services career field. The program follows the current Dep't of Transportation EMT curriculum including instruction in precise patient assessment and management and trauma and medical emergencies, airway management, resuscitation and pharmacological interventions. EMT 1 is the first half of the National EMT curriculum for certification as a Nationally Registered Emergency Medical Technician. 10 lab/service learning hours are required as a part of the course.
Add	Emergency Medical Technician 2	CTE	Semester	1.0 Block	EMT 2 is the second half of training to meet the new National EMS Education Standards for the Emergency Medical Technician (EMT). Students must take EMT 1 in conjunction with EMT 2. This course includes assessment based education and medical interventions. Ambulance calls will be staged for students on a routine basis. Opportunities for ride alongs and job shadows will be sought. Students will apply their skills by working simulated emergencies and how to learn from and network with healthcare, fire, and law enforcement professionals. 10 lab/service learning hours are required as part of the course.
Delete	Geometry 9	Math	Year	1.0	This course is designed for students who have successfully completed Intermediate Algebra in 8th grade. Students will calculate measurements of plane and solid geometric figures, solve geometric problems using algebraic methods, and construct logical arguments, based on axioms, definitions and theorems. Students will also know and apply properties of geometric figures (parallel and perpendicular lines, angles, triangles, quadrilaterals, Pythagorean Theorem, trigonometry, and circles) to solve real-world problems. Additional rigor will be incorporated into the course to extend students' learning.
Delete	Journalism	ELA	Year	1.0	This course is for students interested in journalism and in the production of the school newspaper. Members of the class will make up the newspaper staff. The journalism staff is seeking individuals who can commit to the class both before and after school. Students in this course will: <ul style="list-style-type: none"> ● Write informative/explanatory texts about community and school events that examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. ● Produce clear and coherent writing in which the development,

					<p>organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> ● Develop and strengthen writing by planning, drafting, revising, editing, and rewriting. ● Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. ● Gather relevant information from multiple print and digital sources, assess credibility and accuracy of each source and integrate the information while avoiding plagiarism. ● Demonstrate command of English grammar, usage, punctuation, and spelling when writing. ● Gain experiences in all aspects of journalistic writing and newspaper production and explore individual interest in the field.
Title and Description Change	Business and Personal Finance	CTE (Business)	Semester	.5	<p>Proposed Title: Personal Finance</p> <p>Proposed Description: Students will gain the ability to manage their personal finances and make wise economic decisions. Areas of focus include financial psychology, earning and income, financial systems, credit and debit management, risk management, and budgeting and investing. This course will help students become intelligent decision-makers in a global economy.</p>
Title and Description change	Introduction to Cooking	CTE	Semester	.5	<p>Proposed Title: ProStart 1: Foundations of Culinary Arts</p> <p>Description: This course is structured to expose students to the foundations of culinary arts and the foodservice industry. Students will be introduced to basic concepts of culinary techniques, learn how to safely use industrial kitchen equipment, identify and use ingredients in basic food preparation while learning basic recipes with hands-on experience. They will be introduced to proper knife skills, food safety and sanitation, and how to work collaboratively. This course is designed for students to explore not only the joy of learning how to cook but also explore career options in the field of hospitality and tourism. ProStart is a nationwide program for high school students that focuses on developing the next generation of restaurant and foodservice leaders. The program is industry-driven, combining culinary arts and restaurant management training to build practical skills.</p>
Title and	Advanced Culinary	CTE	Semester	1.0 (Block)	Proposed Title:

Description Change					<p>ProStart 2: Advanced Foundations of Culinary Arts and Management</p> <p>Description: Advanced Foundations of Culinary Arts and Management is a course for students who aspire to have a career in the hospitality & Tourism industry, or increase their self-efficacy in the kitchen and management skills. Topics include safety and sanitation, advanced culinary skills and techniques, and the opportunity to prepare and serve your delicious creations. Students in this course will also have a chance to compete in culinary skills competitions. Students who take this course should be highly motivated and dedicated.</p> <p>ProStart is a nationwide program for high school students that focuses on developing the next generation of restaurant and foodservice leaders. The program is industry-driven, combining culinary arts and restaurant management training to build practical skills. ProStart provides students a platform to discover new interests while highlighting successful career opportunities across the industry.</p>
Title and Description Change	Intro to Baking	CTE	Semester	1.0 (Block)	<p>Proposed Title: The Art of Baking and Pastry</p> <p>Description: Are you a baker, or would like to learn how to bake more? Introduction to baking is a study of the fundamentals of baking including dough, quick breads, pies, cakes, cookies, tarts, and basic items made in a bakery. Topics include baking terminology, tool and equipment use, formula conversions, functions of ingredients, and the use of proper flour. Topics include food safety, baking skills and techniques, and the opportunity to prepare and serve your delicious creations with the community.</p>
Title and Description change	German 3	World Languages	Year	1.0	<p>Proposed Title: CITS German 3</p> <p>Description: CITS German Level 3 parallels the UMD Beginning German II curriculum that cultivates the four areas of language acquisition (speaking, listening, reading, and writing) and fosters the development of intercultural competency.</p>
Title and Description change 29	German 4	World Languages	Year	1.0	<p>Proposed Title: CITS German 4</p> <p>Description: CITS German Level 4 parallels the UMD Intermediate German I curriculum that consolidates and enriches the four areas of language acquisition (speaking, listening, reading, and writing) and is set within</p>

					contemporary culture of German-speaking countries. This course further develops students' intercultural competency.
Title and Description change	Spanish 3	World Languages	Year	1.0	Proposed Title: CITS Spanish 3 Description: CITS Spanish Level 3 parallels the UMD Beginning Spanish II curriculum that cultivates the four areas of language acquisition (speaking, listening, reading, and writing) and fosters the development of intercultural competency.
Title and Description change	Spanish 4	World Languages	Year	1.0	Proposed Title: CITS Spanish 4 Description: CITS Spanish Level 4 parallels the UMD Intermediate Spanish I curriculum that consolidates and enriches the four areas of language acquisition (speaking, listening, reading, and writing) and is set within contemporary culture of German-speaking countries. This course further develops students' intercultural competency.
Title Change	(CITS) Strength Training	Phy Ed	Semester	.5	Proposed Title: CITS Resistance Training
Title Change	Interpersonal Communication	ELA	Semester	.5	Proposed Title: The Art of Connection: Interpersonal Communication Through Reading, Writing, Speaking & Listening
Description Change	Computer Science 10	CTE	Semester	.5	Proposed Description: This exploring Computer Science course presents students with the conceptual underpinnings of computer science through an exploration of human computer interaction, web design, computer programming, data modeling, and robotics. Exploring Computer Science courses teach students the computational practices of algorithm design, problem solving, and programming within a context that is relevant to their lives. Students will also review basic school based application skills, tips, and tricks as well as computer science skills necessary for basic personal and professional success.

Middle School

Action	Course Title	Content Area	Course Length	Description
Description Change	Outdoor Education	Middle School Elective	Semester	<p>Proposed Description:</p> <p>This course offers students the opportunity to participate in several fun, exciting and healthy activities, including hiking, orienteering, biking, canoeing, fishing, and nature art. We'll also cover camping essentials like fire building, cooking with camp stoves, setting up shelters, and trip planning. This course is designed for any student wanting to learn or better skills needed to enjoy these activities and want to learn about the environment through various phenology and environmental science activities. Much of this class is taught outdoors so you will need to be prepared to enjoy the outdoors and dress appropriately. While most of this class will be taught on school grounds, we will also utilize the natural spaces within walking distance of campus.</p>
Description Change	Media Arts 6	Art	Semester	<p>Proposed Description:</p> <p>Students will be introduced to media arts exploring photography, digital communications, animation and cinema. Students will learn about photo composition and editing, stop motion, sound and video (cinematography) software and equipment. Students will develop story building skills, editing processes, and use/care for equipment. This course meets the required Minnesota State Standards for Media Arts.</p>
Description Change	Media Arts 7	Art	Semester	<p>Proposed Description:</p> <p>Students will build on skills learned in Media Art 6 furthering their skill sets with software programs and proper care of equipment. Continued development of storytelling, communicating with sound, images, light, genre, and compositional design using a variety of technology as a tool. This course meets the required Minnesota State Standards for Media Arts.</p>
Description Change	Media Arts 8	Art	Semester	<p>Proposed Description:</p> <p>Students will generate, conceptualize, and evaluate artistic ideas through experimenting with photography, digital communications, animation and cinema. Students revise, re-evaluate skills in creating media artworks as well as critique. Students will also explore career paths offered in the media arts in preparation for high school media arts. This course meets the required Minnesota State Standards for Media Arts</p>

COW Agenda Cover Sheet

Meeting Date: January 14, 2025

Topic: Spanish Immersion Expansion

Presenter(s): Director Brenda Spartz with Principal Eve Hessler and Principal Lisa Nicholson

Attachment (yes) or (no) Yes

Brief Summary of Presentation or Topic (no more than a few sentences): We will be sharing information about the expansion of Spanish Immersion programming to Myers-Wilkins Elementary.

This Requires School Board Approval Yes No

Duluth Public Schools

Spanish Immersion Expansion Project

Implementation 2025/2026

Committee of the Whole
January 14, 2025





Today, we are sharing information about the creation of a Spanish Immersion programming opportunity at Myers-Wilkins beginning with the 2025/2026 school year.



By the end of today, you should know:

- Project Objectives
- Steps Taken
- Project Data & Information
- Plan Overview
- Next Steps

Project Objectives

Spanish Immersion Expansion Project Objectives:

- Expand greater opportunity and direct access to academic enhancement programming in Spanish Immersion for students from lower socioeconomic and diverse backgrounds within the Myers-Wilkins attendance boundaries.
- Integrate programming opportunities aimed at decreasing the percentage of Protected Class students enrolled at Myers-Wilkins Elementary, which is recognized as a Racially Identifiable School by Minnesota Department of Education.
- Alleviate Lowell Elementary overcrowding by reducing enrollment through relocating a portion of Spanish Immersion to
56 Myers-Wilkins Elementary.



Steps Taken

September - January 2025

Data Analysis

Developed Rough Plan

Met with Various District Staff

Presented to Cabinet

Myers-Wilkins and Lowell Staff Meetings: January 8th

Parent Communication: January 8th

Lowell PTA Meeting: January 9th

Lowell Parent Information Meeting: January 13th

Committee of the Whole: January 14th



Project Data & Information

Data & Information: In-District Transfers

Spanish Immersion Enrollment: Transfers from Other Duluth Elem Schools

CURRENT Students by Grade: 24/25	Kinder		1st G		2nd G		3rd G		4th G		5th G		Total Transfers Still Enrolled	Originally Approved to Enroll by Site	Enrollment Retention % by Site
NEXT YEAR Students by Grade: 25/26	1st G	2nd G	3rd G	4th G	5th G	6th G									
Congdon	2	5%	8	21%	12	31%	8	21%	7	18%	5	13%	42	63	67%
Homecroft	7	18%	4	10%	3	8%	7	18%	7	18%	5	13%	33	45	73%
Laura Mac	1	3%	0	0%	0	0%	3	8%	1	3%	3	8%	8	22	36%
Lester Park	9	23%	2	5%	5	13%	7	18%	6	15%	4	10%	33	41	80%
Myers-Wilkins	10	26%	15	38%	8	21%	9	23%	7	18%	11	28%	60	82	73%
Piedmont	8	21%	0	0%	4	10%	2	5%	3	8%	1	3%	18	24	75%
Stowe	2	5%	0	0%	2	5%	3	8%	1	3%	1	3%	9	11	82%
Lakewood	0	0%	1	3%	0	0%	1	3%	2	5%	6	15%	10	11	91%



50

- Most Transfers from MW** = 82 originally approved to attend; **60 remain enrolled** (73% retention)
- 2nd most from Congdon** = 63 originally approved to attend; **42 remain enrolled** (67% retention)
- 3rd (tie) from Lester Park** = 41 originally approved to attend; **33 currently enrolled** (80% retention)
- 3rd (tie) from Homecroft** = 45 originally approved to attend; **33 currently enrolled** (73% retention)

*Data from Transfer Approval spreadsheets over last 6 years

Data & Information: Lowell



Lowell K-5 Enrollment Data: Trends											
	SY	School	Total Enrollment	White		Non-White		Free/Reduced Meals		Spec Ed	
				Total	%	Total	%	Total	%	Total	%
10 Yrs Ago	15-16	Lowell	345	253	73.3%	92	36.4%	167	48.1%	41	11.9%
Current	24-25	English / Ojibwe	313	207	66.1%	106	51.2%	135	43.1%	70	22.4%
		Spanish	329	267	81.2%	62	23.2%	46	13.9%	30	9.1%
		Lowell	642	474	73.7%	168	35.4%	181	28.2%	100	15.6%
Gain: Enrollment over Last 10 Years			297								

[Lowell Enrollment Trend Data](#)

85 For a more in depth look at the trends, please access data through the link above.

Data & Information: Lowell



- Lowell has experienced an **increase of ~ + 297** students in overall enrollment over the last 10 years from:
 - 2015-2016 345 enrolled students to 2024-2025 642 enrolled students (as of Jan 2025)
- Lowell added a second site budget code in 2019-2020:
 - 520 = English / Ojibwe
 - 521 = Spanish.
 - Enabled 520 to continue Title funding
- Lowell currently = **29 sections (English+Ojibwe+Spanish)**
 - Full time elem specialist schedule = 24 sections (classes)
 - With Lowell having 29 sections, specialist must be doubled up in classrooms as there are no additional spaces to hold the extra specialists classes
 - *Next year, if we do nothing* - Lowell will potentially be forced to grow to 30 sections



Data & Information: Myers-Wilkins



Myers-Wilkins K-5 Enrollment: Trends

	SY	School	Total Enrollment	White		Non-White		Free/Reduced Meals		Special Ed	
				Total	%	Total	%	Total	%	Total	%
				11 Yrs Ago	14-15	MW	444	201	45.3%	243	54.7%
Current	24-25	MW	313	112	35.8%	201	64.2%	264	84.2%	116	37.1%
AVERAGE: Over last 11 years					42.6%		57.4%		84.3%		31.8%
Loss: Enrollment over last 11 years			-131								
Increase: Non-White over last 11 years						9.5%					

[Myers-Wilkins Enrollment Trend Data](#)

For a more in depth look at the trends, please access data through the link above.

Data & Information: Myers-Wilkins



- MW has experienced a **decrease of -29.5% overall enrollment** over the last 11 years from:
 - 2014-15 444 total enrolled students to
 - 2024-25 313 total enrolled students (as of Jan 2025)



- The percentage of non-White students has **increased over the last 11 years by +9.5%**.
 - 2014-15 54.7% of enrolled students are non-White
 - 2024-25 64.7% of enrolled students are non-White



- MW is a **“Racially Identifiable School” (RIS)** due to high percentage of non-White students.
 - A & I Grant includes five goals related to MW RIS
 - RIS Goal 4 specifically requires a decrease % of Protected Class students at MW

Data & Information: A & I

A & I: MW Racially Identifiable Schools (RIS) Goals

RIS Goal #1: Increase Reading Proficiency

Strategy: Reading Interventionist

Strategy: Reading Intervention Materials

RIS Goal #2: Increase Math Proficiency

Strategy: Math Interventionist

Strategy: Math Intervention Materials

RIS Goal #3: Increase Consistent Attendance

Strategy: SEL Specialist

Strategy: Kinder Instructional Aides

RIS Goal #4: Decrease % of protected class K-5 students at MW

Strategy: Ojibwe Classroom Assistant

Strategy: In-school learning opportunities / field trips

Strategy: Equitable Enrollment Options (EEO)

Strategy: Enrichment / Young Scholars

RIS Goal #5: Professional development: MW Staff

Strategy: Trainings, workshops, resources

Data & Information: A & I Plan

RIS Goal 4 “Key Indicators of Progress” not being met.

- Enrollment of non-White students is increasing, which is contrary to making progress on the requirements of the A & I Plan

Data & Information: Lowell Future Capacity

Lowell Future for Capacity

- Housing projects within Lowell's boundary will most likely cause an even greater enrollment increase in the near future
 - See next slide
- Lowell currently does not have the capacity to accept potential increased enrollment due to being over capacity already.

Data & Information: Lowell Boundary Housing Projects

Lowell Boundary: Multifamily Housing Projects



In Progress 275 Units Opened July 2024



In Progress 200 Units Opened October 2024



Planned 70 Units Phase 1 Begins Winter '25

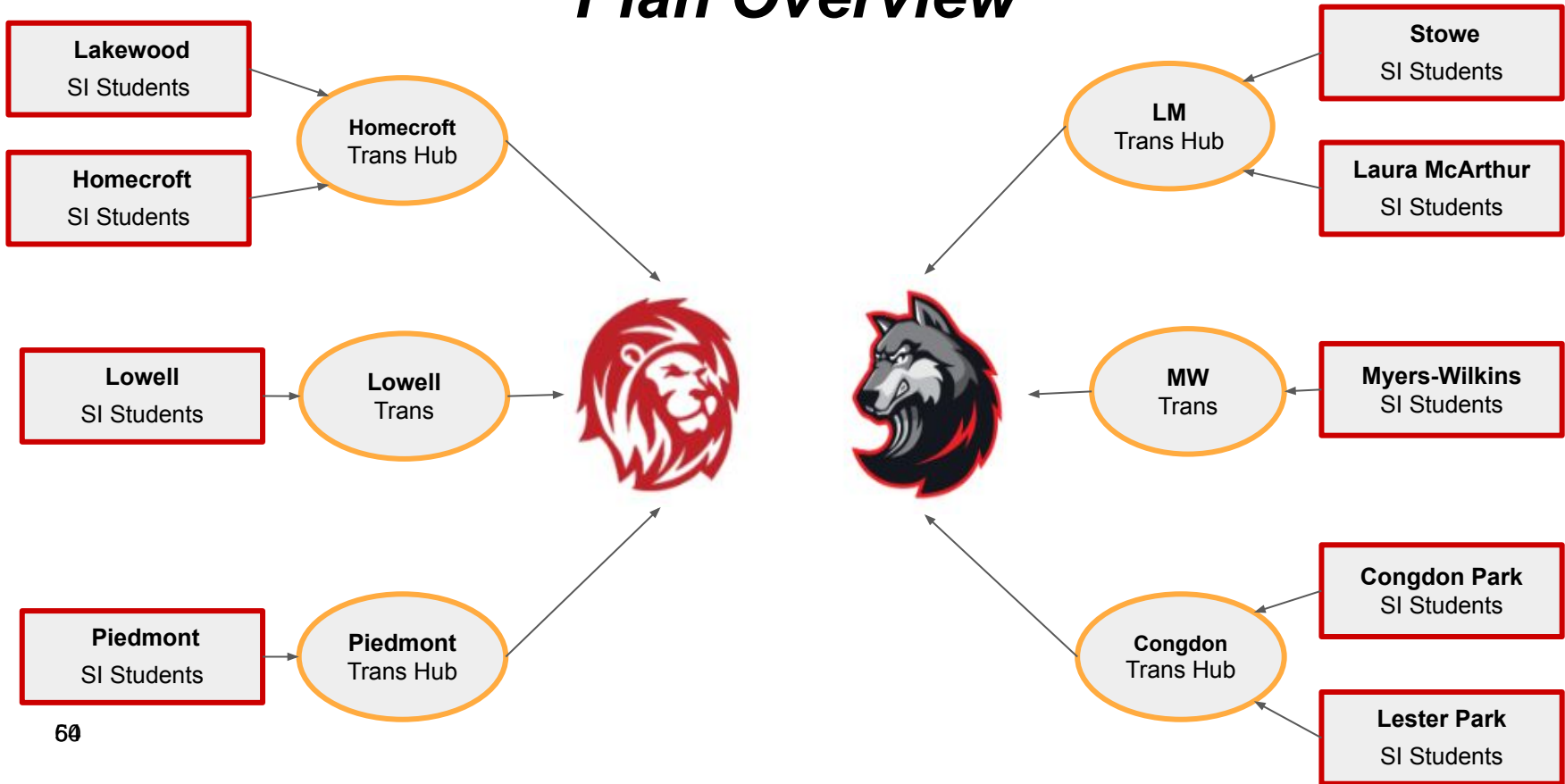
**At Project Completion: 1,180 Apartments + 120 Condos

Present or Very Soon = 545 Units

Additional Planned in Near Future = 1,230 Units

Plan Overview

Plan Overview



***Final transportation plan subject to change as needed**

Plan Overview: Myers-Wilkins



Beginning next school year 2025-2026:

- 6 sections Spanish Immersion moving from Lowell to MW
 - 1 section each: K-5
 - Creates 24 sections total at MW
- In-district Spanish Immersion transfers from specific schools assigned to MW Spanish Immersion
 - ~ 150 students from Lowell to MW
 - Stowe, Laura Mac, Lester, Congdon, MW Spanish Immersion attend MW
- Seek adjustment to A & I Plan: Equitable Enrollment Option (EEO)
 - Transfer requests go through established District process
- Align transportation hubs
 - Congdon and Laura Mac hubs will go to MW

Plan Overview: Myers-Wilkins

MW Projected Enrollment 2025-2026

MW				MW Spanish	
Grade	Enroll	Totals	Avg	Grade	Enroll
K	18	54	18.0	K	25
K	18			1	21
K	18			2	22
1	19	56	18.7	3	25
1	17			4	25
1	20			5	22
2	20	59	19.7	6 Sections 140	
2	17				
2	22				
3	15	47	15.7		
3	16				
3	16				
4	18	53	17.7		
4	17				
4	18				
5	18	53	17.7		
5	18				
5	17				
18 Sections		322			



Myers-Wilkins 2025-2026

Sections 24

Enrollment 462

Projected enrollment based on Jan '25 enrollment. Kinder is average of grades 1-5. Spanish kindergarten is max enrollment accepted: 25 students.

MW Plan: Overview

*MW 2025-2026 Specialist Schedule

Specialist Schedule 24 Sections with:

- 1.0 FTE PE
- 1.0 FTE Music
- 1.0 FTE Art
- 1.0 FTE Media

*Example only: MW will have to plan on which blocks grade levels are assigned to.

63

		MW			
		PE	Music	Art	Media
DAY 1	8:30-9:15	3A	3B	3C	3D
	9:20-10:05	5A	5B	5C	5D
	10:10-10:55	4A	4B	4C	4D
	11:35-12:20	1A	1B	1C	1D
	12:25-1:10	KA	KB	KC	KD
	1:15-2:00	2A	2B	2C	2D
DAY 2	8:30-9:15	3D	3A	3B	3C
	9:20-10:05	5D	5A	5B	5C
	10:10-10:55	4D	4A	4B	4C
	11:35-12:20	1D	1A	1B	1C
	12:25-1:10	KD	KA	KB	KC
	1:15-2:00	2D	2A	2B	2C
DAY 3	8:30-9:15	3C	3D	3A	3B
	9:20-10:05	5C	5D	5A	5B
	10:10-10:55	4C	4D	4A	4B
	11:35-12:20	1C	1D	1A	1B
	12:25-1:10	KC	KD	KA	KB
	1:15-2:00	2C	2D	2A	2B
DAY 4	8:30-9:15	3B	3C	3D	3A
	9:20-10:05	5B	5C	5D	5A
	10:10-10:55	4B	4C	4D	4A
	11:35-12:20	1B	1C	1D	1A
	12:25-1:10	KB	KC	KD	KA
	1:15-2:00	2B	2C	2D	2A
FTE		1.0	1.0	1.0	1.0



Plan Overview: Lowell



Beginning with next school year 2025/2026:

- Lowell reduces enrollment by ~ 140 students
 - From 642 students in 2024-2025 to ~ 506 students in 2025-2026
- 24 sections available at Lowell for specialist schedule after moving 6 sections to MW
 - 24 sections = full time schedule
 - Eliminates double specialists classes at Lowell
- Transfers to Lowell Spanish Immersion will only be approved from specific schools
 - Lowell boundary students
 - Spanish Immersion transfer schools: **Homecroft, Lakewood, Piedmont**
 - Out of District Requests could be approved to attend Lowell SI or MW SI depending on enrollment openings
- 68 Align transportation hubs
 - Homecroft and Piedmont hubs will go to Lowell



Lowell Plan: Overview

Lowell 2025-2026 (Projected)							
Lowell ENG			Lowell Mis		Lowell Spanish		
Grade	Enroll	Total	Grade	Enroll	Grade	Enroll	Total
K	19	38	K	16	K	16	32
K	19		1	16	K	16	
1	20	41	2	17	1	19	38
1	21		3	15	1	19	
2	22	67	4/5	19	2	29	29
2 / 3	22		5	83	3	22	67
3	23				3 / 4	22	
4	28	84			4	23	
4 / 5	28				5	27	27
5	28				9	193	
10	230						



Lowell 2025-2026	
Total Sections	24
Total Enrollment	506



Projected enrollment based on Jan '25 enrollment. Kinder is average of grades 1-5.

Lowell Plan: Overview

*Lowell 2025-2026 Specialist Schedule

Specialist Schedule 24 Sections with:

- 1.0 FTE PE
- 1.0 FTE Music
- 1.0 FTE Art
- 1.0 FTE Media

*Example only: MW will have to plan on which blocks grade levels are assigned to.

		Lowell			
		PE	Music	Art	Media
DAY 1	8:30-9:15	MK	M1	M2	M4/5
	9:20-10:05	S1A	S1B	S1C	S3A
	10:10-10:55	E4	E4/5	E5	S5A
	11:35-12:20	EKA	EKB	SKA	SKB
	12:25-1:10	E1	E1/2	E2	E3A
	1:15-2:00	S2A	S2B	S2C	S4A
DAY 2	8:30-9:15	M4/5	MK	M1	M2
	9:20-10:05	S3A	S1A	S1B	S1C
	10:10-10:55	S5A	E4	E4/5	E5
	11:35-12:20	SKB	EKA	EKB	SKA
	12:25-1:10	E3A	E1	E1/2	E2
	1:15-2:00	S4A	S2A	S2B	S2C
DAY 3	8:30-9:15	M2	M4/5	MK	M1
	9:20-10:05	S1C	S3A	S1A	S1B
	10:10-10:55	E5	S5A	E4	E4/5
	11:35-12:20	SKA	SKB	EKA	EKB
	12:25-1:10	E2	E3A	E1	E1/2
	1:15-2:00	S2C	S4A	S2A	S2B
DAY 4	8:30-9:15	M1	M2	M4/5	MK
	9:20-10:05	S1B	S1C	S3A	S1A
	10:10-10:55	E4/5	E5	S5A	E4
	11:35-12:20	EKB	SKA	SKB	EKA
	12:25-1:10	E1/2	E2	E3A	E1
	1:15-2:00	S2B	S2C	S4A	S2A
FTE		1.0	1.0	1.0	1.0



Next Steps

Next Steps: Planning

Mid-January through June 2025



Site Planning: Lowell

Mid-January - June:

- Lowell CIT: Lowell Principal, CIT Members (others as needed)
- Plan for transition of 6 sections of SI moving from Lowell
- Space usage, logistics, scheduling, communication

Site Planning: MW

Mid-January - June:

- MW CIT: MW Principal, CIT Members (others as needed)
- Plan for transition of 6 sections of SI moving to MW
- Space usage, logistics, scheduling, communication

District Support with Planning: District

Mid-January - June:

- District Staff: provide ongoing support in the transition process
- Coordination: Human Resources, Facilities, Transportation, Food Service, TLE

Policy Committee Meeting
Duluth Public Schools, ISD 709
Agenda
Tuesday, January 21, 2025
District Services Center
709 Portia Johnson Dr.
Duluth, MN 55811
3:30 PM

1. AGENDA ITEMS	
2. POLICIES FOR FIRST READING	
A. 806 Crisis Management (replacing 4040 Safety of Students, Staff and Public & 4040R School District Security Procedures)	2
B. 503 Student Attendance	19
3. POLICIES FOR SECOND READING	
A. 616 School District System Accountability (replacing 6020 Systems Accountability Report & 6205 Evaluation of the Instructional Program)	29
B. 601 School District Curriculum and Instruction Goals (replacing 6015 Elementary and Secondary Education, 6075 Purpose of the Instructional Program & 6080 Multicultural Education)	44
C. 603 Curriculum Development	54
4. POLICIES FOR REVIEW	
A. 606.5 Library Materials	60
B. 416 Drug, Alcohol, and Cannabis Testing	66
C. 606 Textbooks and Instructional Materials	103
5. REGULATIONS - Informational	
A. 503R Student Attendance	106
B. 616R School District System Accountability	111
6. OTHER	

806 CRISIS MANAGEMENT POLICY

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

I. PURPOSE

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

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

II. GENERAL INFORMATION

A. The Policy and Plans

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

The school district's administration and/or the administration of each site building shall present tailored site building-specific crisis management plans to the ~~District Emergency Operations Committee (EOC) school board~~ for review and approval. The site building-specific crisis management plans will include ~~general crisis procedures and~~ crisis-specific procedures. Upon approval by the ~~EOC school board~~, such crisis management plans shall be an addendum to ~~the District Emergency Operations Procedure Manual (EOP) this Crisis Management Policy~~. This ~~EOP Policy~~ and the site specific plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by site building administrators when creating their site

building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the **Site Emergency Operations Committee** emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each **site building** in the school district will have access to a copy of the **Emergency Operations Plan (EOP)** of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

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

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

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

~~**[Note: Minnesota State law requires a minimum of five school lock down drills each school year. See Minnesota Statutes, section 121A.035.]**~~

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

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

~~c. **Sheltering Procedures.** Sheltering provides refuge for students, staff,~~

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

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

~~1. Stay Safe or Leave Safe~~

- ~~a. Duck and Cover~~
- ~~b. Lockdown~~
- ~~c. Shelter In-Place~~
- ~~d. Evacuate the Site~~
- ~~e. Evacuate Off-Site~~
- ~~f. All Clear~~

2. Crisis-Specific Procedures.

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

Note: The Emergency Operations Plan can be found on the district staff website at <https://www.isd709.org/staff/emergency-planning-management>

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

~~**[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board “may adopt the model cardiac emergency response plan provided by” the Commissioner (as of June 4, 2024, a response plan is not yet available.)**~~

~~2. Emergency Procedures~~

- ~~a. Accidents at School~~
- ~~b. Aircraft Crash~~
- ~~c. Allergic Reaction~~
- ~~d. Animal Disturbance~~
- ~~e. Assault and/or Battery~~
- ~~f. Armed Assault on Campus~~
- ~~g. Biological or Chemical Release~~
- ~~h. Bomb Threat~~
- ~~i. Bus Disaster~~
- ~~j. Death/Serious Injury~~
- ~~k. Disorderly Conduct~~
- ~~l. Explosion/Risk of Explosion~~

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

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

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

3.4. School Emergency Response Crisis Management Teams

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

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

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

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

- 1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's EOP Crisis Management Policy and their own site's building's crisis management plan Site EOP. Each school's Site EOP site building specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant Site EOP site building specific crisis management plans and shall receive periodic training on plan implementation.
- 2. Students and Families Parents. ~~Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school site building. Each school district's site building specific crisis management plan~~ The District's EOP shall set forth how students and parents families are made aware of the district's Emergency Procedures and school specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. ~~Planning and Preparing for Fire~~

- ~~1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)~~

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

- ~~2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel,~~

fire alarms, fire extinguishers, hoses, water spigots, and utility shut-offs.

- ~~3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.~~
- ~~4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.~~
- ~~5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes section 299F.30. See Minnesota Statutes, section 121A.035.~~

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

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

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

- ~~7. The school district will have prearranged sites for emergency sheltering and transportation as needed.~~
- ~~8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.~~

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

B. Training and Preparation for Emergencies

The Emergency Operations Plan includes training procedures and requirements for students and staff.

- 1. The Emergency Operations Plan includes training procedures and requirements for students and staff.** The district administration will ensure proper training and response preparation for emergencies on an annual basis. Administration is responsible for training employees and students on emergency procedures at each site.
- 2. Required safety drills will be coordinated and documented at each site by the**

site facilities staff and school administrator.

[Note: Minnesota State law requires a minimum of five school lock-down drills each school year. See Minnesota Statutes, section 121A.035.]

[Note: Minnesota State law requires a minimum of five school fire drills, consistent with Minnesota Statutes, section 299F.30, and one school tornado drill each school year. See Minnesota Statutes section 121A.035.]

~~3. The school district has prearranged sites for emergency sheltering and transportation as needed. The emergency sheltering locations are identified in the school's emergency response crisis management classroom guide.~~

C. Facility Diagrams and Site Plans

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

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

[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minnesota Statutes section 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]

D. Emergency Telephone Numbers

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

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

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

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

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school sites buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing, and to plan for the needs of areas where a public address system may not be heard clearly.

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

F. Early School Closure Procedures

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

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

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

G. Media Procedures

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

~~**[Note: The Comprehensive School Safety Guide (2011 Edition), under the**~~

~~Response section, has a sample Media Procedures form.}~~

~~H. Behavioral Health Crisis Intervention Procedures~~

~~Short term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:~~

- ~~1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.~~
- ~~2. Designate specific rooms as private counseling areas.~~
- ~~3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.~~
- ~~4. Prohibit media from interviewing or questioning students or staff.~~
- ~~5. Provide follow up services to students and staff who receive counseling.~~
- ~~6. Resume normal school routines as soon as possible.~~

H. District and School Crisis-Mental Health Recovery Teams

The District and/or School Crisis-Mental Health Recovery Team procedures will set forth the procedure for initiating Crisis Response Recovery Plans. The procedures will utilize available resources including the social workers, counselors, community crisis recovery teams, or others in the community. The District and/or School Crisis-Mental Health Recovery Team procedures will be used whenever the Superintendent or the site administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or death by suicide.

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

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

- ~~1. Physical/structural recovery.~~
- ~~2. Fiscal recovery.~~
- ~~3. Academic recovery.~~
- ~~4. Social/emotional recovery.~~

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

IV. ACTIVE SHOOTER DRILL

Duluth Public Schools does not perform Active Shooter Simulations. We conduct lockdown drills, referred to below and by state statute as "active shooter drills". The district would follow state statute if active shooter simulations were ever used.

A. Definitions

1. "Active shooter drill," **called a Lockdown Drill in Duluth Public Schools,** means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter or **lockdown** drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a. a statistically significant effect on relevant outcomes based on any of the following:
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or
 - iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons.

Note: Duluth Public Schools does not conduct Active Shooter Drill simulations.

~~An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.~~

~~D. Notice~~

- ~~1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.~~
- ~~2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.~~
- ~~3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.~~

~~E. Participation in Active Shooter Drills~~

~~Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.~~

F. Active Shooter Simulations

Duluth Public Schools will not conduct Active Shooter Simulations.

~~A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.~~

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a. student opportunities for leadership related to prevention and safety;
 - b. encouragement and support to students in establishing clubs and programs focused on safety; and
 - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and

staff.

V. ~~SAMPLE PROCEDURES INCLUDED IN THIS POLICY~~

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

- ~~A. Fire~~
- ~~B. Hazardous Materials~~
- ~~C. Severe Weather: Tornado/Severe Thunderstorm/Flooding~~
- ~~D. Medical Emergency~~
- ~~E. Fight/Disturbance~~
- ~~F. Assault~~
- ~~G. Intruder~~
- ~~H. Weapons~~
- ~~I. Shooting~~
- ~~J. Hostage~~
- ~~K. Bomb Threat~~
- ~~L. Chemical or Biological Threat~~
- ~~M. Checklist for Telephone Threats~~
- ~~N. Demonstration~~
- ~~O. Suicide~~
- ~~P. Lock down Procedures~~
- ~~Q. Shelter In Place Procedures~~
- ~~R. Evacuation/Relocation~~
- ~~S. Media Procedures~~
- ~~T. Post Crisis Procedures~~
- ~~U. School Emergency Response Team~~

V. ~~Emergency Phone Numbers~~

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

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

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

Note: Additional specific procedures can be found in the Emergency Operations Plan located on the district staff website at <https://www.isd709.org/staff/emergency-planning-management>

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

B. Visitors

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

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

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

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

[Note: The Every Student Succeeds Act, 20 United States Code section 6301, et seq.; Title IX, 20 United States Code section 1681, et seq.; and the Unsafe School Choice Option, 20 United States Code section 7912, require school districts to establish such transfer procedures.]

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

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

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

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)

Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
ISD 709 MSBA/MASA Policy 413 (~~Prohibiting~~ Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
ISD 709 MSBA/MASA Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students ~~with IEPs~~ from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
[Minnesota School Safety Center - Resources \(mn.gov\)](https://www.mn.gov/education/school-safety)
ISD 709 Emergency ~~Operations Plan~~ ~~Response Crisis~~ Management Manual
ISD 709 Emergency ~~Site Specific Operations Plan~~ ~~Response Crisis~~ Management Manual

Replacing: Policy 5123, **4040, 4040R**
First Reading: 1/22/2019
Adopted: 2/26/2019 ISD 709

~~4040 SAFETY OF STUDENTS, STAFF, AND PUBLIC~~

~~Every reasonable precaution must be taken to protect the safety of students, employees, and other citizens present on School District property or at school approved events. It is the basic responsibility of all supervisory personnel to assure that safe conditions exist and that those who they supervise use safe practices for the conduct of their work. In addition, all students and employees shall adhere to Occupational Safety and Health Act Rules, Right to Know laws and rules, and such other safety regulations as may be promulgated from time to time by the Superintendent. The rules and regulations are to be on file in the School District's Department of Human and Community Resources and Relations.~~

~~Adopted: 01-16-1990 ISD-709~~

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

~~4040R SCHOOL DISTRICT SECURITY PROCEDURES~~

- ~~1. All district employees shall wear a pictured identification badge during their normal workday while on or in school district property. The badge will indicate the first initial and last name of the employee and the school or building assigned to. The badge must be visible.~~
- ~~2. When an employee changes his/her work site, a new identification badge will be issued.~~
- ~~3. An employee working less than a full year will leave his/her ID badge at their work site at the end of their contract year.~~
- ~~4. Students will be released from school during the day only through the office.~~
- ~~5. All senior high students shall carry a student ID card and present it when requested.~~
- ~~6. Middle and senior high students in the hallways during the time classes are in session shall carry a pass and present it when requested.~~
- ~~7. A senior high student who cannot produce an ID card should be escorted to the office. If he/she refuses to cooperate, he/she will be reported immediately to the principal or assistant principal.~~
- ~~8. Parent and community volunteers will be issued a volunteer badge which must be worn and visible.~~
- ~~9. All visitors during the school day will report to the office and request a visitor badge. The principal/designee will approve or deny the request. If approved, a visitor badge will be issued and required to be worn and visible. A standard district notice of this requirement will be posted at all entrances. The exception to this requirement is when a school program is held during the day and parents are in attendance.~~
- ~~10. All staff are expected to welcome any unidentified person and direct him/her to the office.~~
- ~~11. A visitor who refuses to comply with the security procedures will be asked to leave. If that request is refused, the police will be notified.~~
- ~~12. All schools will have designated entrances. The remaining exterior doors will be locked and exit only during the school day.~~
- ~~13. Each site shall have a crisis management plan in place. The plan shall contain standard procedures for emergencies as determined by the district. The plan shall be reviewed and updated each fall.~~
- ~~14. All employees of companies and contractors doing work on school district property while school is in session will wear a school district issued identification badge~~

Adopted: ~~12-15-1998 ISD 709~~

503 STUDENT ATTENDANCE

[NOTE: The provision of this policy substantially reflect statutory requirements.]

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. A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be made to any member of the board, a truant officer, a principal, or the superintendent. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.

[NOTE: This paragraph quotes Minnesota Statutes, section 120A.22.]

- ba. 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.~~

[NOTE: The school district may choose to include subparagraph (b).]

- c. The board of the district in which the child resides may approve the application under subparagraph (a) above upon a legitimate exception being demonstrated to the satisfaction of that board.

~~db.~~ Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

- (1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:

- (a) child illness, medical, dental, ~~or~~ orthodontic ~~treatment~~, or ~~a~~ counseling appointments; including appointments conducted through telehealth.;

- (b) family emergencies;
- (c) the death or serious illness or funeral of an immediate family member;
- (d) active duty in any military branch of the United States;
- (e) the child has a condition that requires ongoing treatment for a mental health diagnosis; or
- (f) other exemptions included in this attendance policy:
 - (1) College campus visits
 - (2) Extreme weather conditions considered by the parent/guardian to be too dangerous for the student to attend school
 - (3) Driver's examination. The school requires documentation in order for this to be considered an excused absence.
 - (4) Prearranged personal or family vacations
 - (5) Non-school competitions or events, parent/guardian may request an excused absence for participation in a non-school sponsored athletic, dramatic or musical event. The request must be in writing in advance of the first absence and arrangements will be made to complete missed schoolwork

- (2). that the child has already completed state and district standards required for graduation from high school; or
- (3). that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

[NOTE: Subparagraph 3 above incorporates the 2024 amendment to Minnesota Statutes, section 120A.22, subdivision 12.]

- ~~(1) Absences where the guardian has notified school within 24 hours of absence.~~
- ~~(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.~~

[Note: In 2024, the Minnesota legislature amended Minnesota Statutes, section 120A.22, subdivision 12. The legitimate exceptions set forth above quote this statute. Minnesota law provides that a school board may include other exemptions in the school district's attendance policy. When considering whether to add other exemptions, school boards should consider the intent of the compulsory attendance law, which recognizes the educational value of regular attendance and class participation, and whether the proposed exemption is consistent with the intent of the law.]

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** ~~Work missed because of absence must be made up within ____ days from the date of the student's 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 or placement in a partial hospitalization 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) Vacations with family.~~
- ~~(6) Personal trips to schools or colleges.~~
- (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:
 - (1) Working on school assignments or preparing for exams at home
 - (2) Personal or family vacation that is not pre-arranged with school administration
 - (3) Oversleeping or missing alarms
 - (4) Volunteer work not related to school programming
 - (5) Missed transportation as scheduled

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.
- ~~(4) Students with unexcused absences shall be subject to discipline in the following manner:~~
 - ~~(a) From the first through the _____ cumulated unexcused absence in a [quarter or semester] the student will not be allowed to make up work missed due to such absence.~~
 - ~~(b) After the _____ cumulated unexcused absence in a [quarter or semester], a student's parent or guardian will be notified by certified mail that his or her child is nearing a total of _____ unexcused absences and that, after the _____ unexcused absence, the student's grade shall be reduced by one increment for each unexcused absence thereafter.~~
 - ~~(c) After such notification, the student or his or her parent or guardian may, within a reasonable time, request a conference with school officials regarding the student's absences and the prescribed discipline. The notification will state that the school strongly urges the student's parent or guardian to request such a conference.~~
 - ~~(d) After _____ cumulative unexcused absences in a [quarter or semester] the teacher will reduce the student's letter grade by one increment for each unexcused absence thereafter (i.e. A to A-). However, prior to reducing the student's grade, an administrative conference must be held among the principal, student, and parent.~~
 - ~~(e) After _____ cumulated unexcused absences in a [quarter or semester], the administration may impose the loss of academic credit in the class or classes from which the student has been absent. However, prior to loss of credit, an administrative conference must be held among the principal, student, and parent.~~
 - ~~(f) If the result of a grade reduction or loss of credit has the effect of an expulsion, the school district will follow the procedures set forth in the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.~~

[NOTE: MSBA encourages school boards to consider whether

imposition of academic penalties for unexcused absences is consistent with the district’s mission and pedagogical approach. If a school board determines that academic penalties should not be imposed, section 2(b) should be deleted or rewritten.]

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
 - a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
 - b. ~~Consequences of tardiness may include detention after _____ unexcused tardies. In addition, _____~~ **Three** unexcused tardies are equivalent to one unexcused absence.

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.

[NOTE: Where truancy services and programs under Minnesota Statutes, chapter 260A are available within the school district, the following provisions should also be included in the policy.]

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
First Reading: 06-20-2023
Second Reading: 07-18-2023
Adopted: 07-18-2023
First Reading:

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. "Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee. These goals can be found on the school district's website.
2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations

under Minnesota Statutes section 122A.40 or 122A.41.

See ISD 709 Curriculum Review and Adoption Timeline at www.isd709.org/academics/k-12-curriculum-and-instruction.

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By June of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee, working in cooperation with other committees of the school district will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community

participation in all planning for instruction and curriculum affecting Graduation Standards.

- b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.
 5. The District Advisory Committee shall meet the following timeline each year:
 - By End of October: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
 - By End of November: Review of Comprehensive Achievement and Civic Readiness plan and provide input to be reviewed by school board.
 - By End of January: Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
 - By End of March: Review evaluation results and prepare recommendations.
 - By Beginning of June: Present recommendations to the school board for its input and approval.

E. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the Commissioner of education in the form and manner specified by the Commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
 Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
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 Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
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 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
 MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
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 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
 MSBA/MASA Model Policy 619 (Staff Development for Standards)
 MSBA/MASA Model Policy 620 (Credit for Learning)

First Reading: 12.03.2024
 Second Reading:
 Adopted:

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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II. GENERAL STATEMENT OF POLICY

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III. DEFINITIONS

- A. "Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; and prepare students to be lifelong learners.
- B. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

- 1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee. **These goals can be found on the school district's website.**
- 2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- 3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations

under Minnesota Statutes section 122A.40 or 122A.41.

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3. The District Advisory Committee shall meet the following criteria:
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participation in all planning for instruction and curriculum affecting Graduation Standards.

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E. Reporting

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Cross References:

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 MSBA/MASA Model Policy 620 (Credit for Learning)

First Reading: 12.03.2024
 Second Reading:
 Adopted:

Adopted: _____

Revised: _____

MSBA/MASA Model Policy 616
Orig. 1997
Rev. 2024~~3~~

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

[NOTE: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. Model Policies 601, 603, and 616 address these statutory requirements. In addition, Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

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III. DEFINITIONS

- A. “**Comprehensive achievement and civic readiness** ~~World’s best workforce~~” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school; **and prepare students to be lifelong learners.**

[NOTE: The 2024 Minnesota legislature revised Minnesota Statutes, section 120B.11, including replacement of the term “world’s best workforce” with “comprehensive achievement and civic readiness.”]

- B. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district’s Advisory Committee.

2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, ~~an evaluation of student progress committee,~~ or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

See ISD 709 Curriculum Review and Adoption Timeline
www.isd709.org/XXXX
~~{Insert Local Cycle in this space}~~

- C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

- D. Comprehensive Continuous Improvement of Student Achievement

1. By **June** of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system

accountability and comprehensive continuous improvement process.

2. The District Advisory Committee, working in cooperation with other committees of the school district ~~[such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.]~~, will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.
3. The District Advisory Committee shall meet the following criteria:
 - a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
45. Translation services should be provided to the extent appropriate and practicable.
56. The District Advisory Committee shall meet the following timeline each year:
 - By End of October Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
 - By End of November: Review of Comprehensive Achievement and Civic Readiness plan and provide input to be reviewed by school board.
 - By End of January Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
 - By End of March Month(s): Review evaluation results and prepare recommendations.

By Beginning of June Month: Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee

~~A committee of professional staff shall develop a plan for assessment of student progress, the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.~~

~~[NOTE: The school board may choose to delete this paragraph regarding an Evaluation of Student Progress Committee upon consultation with school administration.]~~

F. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to **comprehensive achievement and civic readiness the world's best workforce**. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
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3. The school district must annually report the district's class size ratios by each grade to the **C**ommissioner of education in the form and manner specified by the **C**ommissioner.
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Legal References:

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~~6020 — SYSTEMS ACCOUNTABILITY REPORT~~

- ~~1. School District Goals shall be reviewed annually by the School Board.~~
- ~~2. For each curriculum area, measurable learner outcomes will be developed.~~
- ~~3. Through the Site Improvement Plan Process, the professional staff shall develop strategies for achieving the goals of the School District at their site and shall identify a process for reporting progress toward achieving the goals.~~
- ~~4. An advisory committee (Systems Accountability Committee (SAC)) shall be established to advise the School District and assist in the implementation of instruction and curriculum. This advisory committee shall include administrators, students, teachers, parents, and other community representatives. The committee shall be broad-based and will represent needs of all students.~~
- ~~5. The School Board shall receive the recommendations of the SAC and adopt goals which address program strengths and weaknesses as evidenced through the assessment process.~~
- ~~6. As part of the SAC process, attention shall be given to students who are identified as special needs, who have limited English proficiency or students on a 504 plan.~~
- ~~7. Annually, the School District staff shall prepare a Systems Accountability report for the School Board's review and adoption. This report shall be disseminated to all households in the School District and submitted to the Commissioner of Education by October 15 of each school year.~~

~~Adopted: 09-10-1985 ISD-709~~

~~Revised: 06-20-1995~~

~~11-18-1997~~

~~08-17-2004 ISD-709~~

~~6205 — EVALUATION OF THE INSTRUCTIONAL PROGRAM~~

~~The teachers and administration have the responsibility of regularly evaluating the educational program in order to maintain an effective and progressive curriculum geared to our changing society and focused on student achievement.~~

~~These evaluations may result in modifications of existing programs which can be implemented by teachers and administrators. They may also result in recommendations for major innovations which would be implemented with approval of the School Board. Outside agencies may be invited periodically at the discretion of the School Board for the purpose of evaluation.~~

~~Adopted: 06-09-1970 ISD-709~~

~~Revised: 06-20-1995~~

~~01-18-2005 ISD-709~~

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with comprehensive achievement and civic readiness.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- F. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- G. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- H. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- J. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

- K. "Performance measures" are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness and must include at least the following:
1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minnesota Statutes, section 120B.307, subdivision 1.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with striving for comprehensive achievement and civic readiness and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2);
 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision. 8, or 122A.41, subdivision 5;
 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
 5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that
 - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
 7. an annual budget for continuing to implement the school district plan; and
 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Literacy and the Read Act)

Legal References: Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
 Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
 Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
 Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
 Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
 Minn. Stat. § 123B.147, Subd. 3 (Principals)
 Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
 20 U.S.C. § 5801, *et seq.* (National Education Goals)
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
 MSBA/MASA Model Policy 613 (Graduation Requirements)
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 MSBA/MASA Model Policy 616 (School District System Accountability)
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

First Reading: 12.03.2024

Second Reading:

Adopted:

601 - 3 of 3

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. 2024

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with comprehensive achievement and civic readiness.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Antiracist" means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. "Comprehensive Achievement and Civic Readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- E. "Culturally sustaining" means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- F. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- G. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- H. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships,

other cooperative work experience, youth apprenticeship, or employment.

- I. "Institutional racism" means structures, policies, and practices within and across institutions that produce outcomes that disadvantage those who are Black, Indigenous, and People of Color.
- J. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- K. "Performance measures" are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness and must include at least the following:
 - 1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 2. student performance on the Minnesota Comprehensive Assessments;
 - 3. high school graduation rates; and
 - 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.

[Note: Definitions B, E, G, and I are added to Minnesota Statutes 120B.11—the Comprehensive Achievement and Civic Readiness law—effective August 1, 2023. The definitions apply to revisions to the Comprehensive Achievement and Civic Readiness law regarding strategic plans; these revisions are effective "for all strategic plans reviewed and updated after June 30, 2024."]

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with striving for comprehensive achievement and civic readiness and includes the following:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2);
[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]
 - 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
[Note: MSBA/MASA Model Policy 618 addresses this requirement.]
 - 3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student

outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision. 8, or 122A.41, subdivision 5;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 6. education effectiveness practices that
 - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
 7. an annual budget for continuing to implement the school district plan; and
 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Literacy and the Read Act)

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, *et seq.* (National Education Goals)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

~~6015 — ELEMENTARY AND SECONDARY EDUCATION~~

~~The School Board delegates to the instructional staff of teachers and administrators the responsibility of developing, maintaining, and expanding the educational program for all students. In addition to putting forth the day to day maximum effort to provide educational opportunities for youth, the staff of teachers and administrators is responsible for assessing and evaluating the progress of students and making periodic reports to the Superintendent and the School Board.~~

~~Adopted: 06-09-1970 ISD-709~~

~~Revised: 06-20-1995~~

~~08-17-2004 ISD-709~~

~~6075 — PURPOSE OF THE INSTRUCTIONAL PROGRAM~~

~~Independent School District 709 will provide a quality educational program that prepares all students for successful lives in the workplace, home, and community. The School District maintains a commitment to the individual and society: By providing for every student's intellectual, moral, emotional, and physical development. The School District is also committed to developing in each student a recognition of the privileges and responsibilities of living in and participating in a democratic society.~~

~~Belief Statement~~

~~We Believe:~~

- ~~1. It is our responsibility to educate all children.~~
- ~~2. It is our responsibility to maintain fiscal responsibility in educating all students.~~
- ~~3. We need to act as partners with teachers, parents, community members, and students.~~
- ~~4. We must continue to explore and expand our partnership to identify ways in which we can hold each other accountable and responsible for student success.~~
- ~~5. We need to review change in an ongoing way as a positive factor. This includes both internal and external forces of change.~~

~~The School District's responsibility to the individual includes developing:~~

- ~~1. Ability to reason, capacity and motivation for self-instruction, and effective means for self-evaluation.~~
- ~~2. Ethical and moral integrity, aesthetic discrimination, civic and social conscience, and respect for intellectual achievement.~~
- ~~3. Avenues of access to the accumulated culture and knowledge of man.~~
- ~~4. Necessary skills for careers, social, and economic competence.~~
- ~~5. Physical, mental, and emotional health.~~

~~The School District's responsibility to society includes:~~

- ~~1. Transmitting the knowledge and techniques which make up our cultural heritage.~~
- ~~2. Fostering the development of personality traits desired in a democratic society.~~
- ~~3. Developing an understanding of the basic principles of our constitutional democracy that will cause the student voluntarily and actively to accept the duties and responsibilities of an effective citizen in the perpetuation and improvement of that democracy.~~

~~At the conclusion of a student's educational experience with Independent School District 709, each student will have made progress toward:~~

- ~~1. Reading, writing, math, and sciences.~~
- ~~2. Critical thinking.~~
- ~~3. Respect of self and others.~~
- ~~4. Capacity to live in a diverse democratic society.~~
- ~~5. Academic and functional skills to operate effectively in and outside the world of work.~~

~~Adopted: 06-09-1970 ISD 709~~

~~Revised: 06-20-1995~~

~~08-17-2004 ISD 709~~

6080 — MULTICULTURAL EDUCATION

~~The School District shall provide opportunities for each individual to develop a positive self-concept, including a positive cultural and intercultural identity and positive multicultural understanding. The role of multicultural education is to promote opportunities for greater understanding among the generations, among individuals, and among groups of people having different cultural, ethnic, racial, and economic backgrounds. No individual shall be subjected to prejudicial treatment, nor to abridgment of his/her right to attend public school and benefit from school programs on the basis of any of the following: ethnic identity, religion, sex, sexual orientation, socio-economic condition, race, political belief, or for the exercise of his/her rights. Since intercultural and interracial contacts dispel fear, ignorance, prejudice and racism, and since individuals with such contacts are apt to be better prepared to participate effectively in a multi-racial and multi-cultural community, the School District shall promote such contacts. The School District shall meet federal and state guidelines in all areas of intercultural and non-discriminatory practices and shall establish additional policies and programs which will provide opportunities in these areas.~~

~~Adopted: 02-11-1975 ISD-709~~

~~Revised: 06-20-1995~~

~~08-17-2004 ISD-709~~

603 CURRICULUM DEVELOPMENT

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

IV. DISTRICT ADVISORY COMMITTEE

- A. The school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.
- C. The District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee must recommend to the school board
 1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a; 120B.022, subdivisions 1a and 1b; and 120B.35;
 2. district assessments;
 3. means to improve students' equitable access to effective and more diverse teachers;
 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 6. program evaluations.

- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

- A. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- B. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

First Reading: 12.03.2024
Second Reading:
Adopted:

Adopted: _____

MSBA/MASA Model Policy 603

Orig. 1995

Revised: _____

Rev. 2024

603 CURRICULUM DEVELOPMENT

[NOTE: Minnesota Statutes, section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618-620 provide procedures to further implement the requirements of Minnesota Statutes, section 120B.11.]

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

IV. DISTRICT ADVISORY COMMITTEE

- A. The school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- B. The District Advisory Committee, to the extent possible, must reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents must comprise at least two-thirds of committee members.
- C. The District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee must recommend to the school board
 - 1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a; 120B.022, subdivisions 1a and 1b; and 120B.35;
 - 2. district assessments;

3. means to improve students' equitable access to effective and more diverse teachers;
 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

V. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VI. CURRICULUM DEVELOPMENT PROCESS

[Note: In light of changes in Minnesota law regarding curriculum, MSBA encourages school districts to consider deleting Article VI, Section A or revising it to reflect local curriculum development processes. Literacy planning is now addressed in new model policy 621: Literacy and the READ Act.]

- A. Students who do not meet or exceed 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 Minnesota Statutes, section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.
- B. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through

Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

606.5 LIBRARY MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

II. GENERAL STATEMENT OF PURPOSE

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with professionally trained school district staff, with recognition that the school board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.

III. DEFINITIONS

- A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

For school districts with multiple school buildings, the term "library" refers to the resource within a specific school building.

Minnesota Statutes, section 124D.9091, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
 2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
 3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
 4. has technology and Internet access; and
 5. is served by a licensed school library media specialist or licensed school librarian.
- B. "Library collection" consists of the library materials made available to students.
- C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials This term does

not include materials made available to students as part of the curriculum.

- D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

- A. The school board recognizes the expertise of the school district's professional staff and the vital need of such staff to be responsible for selection of library materials.
- B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.
- C. The procedures for selection and reconsideration set forth in this policy will be administered by:
1. a licensed library media specialist under Minnesota Rules, part 8710.4550;
 2. an individual with a master's degree in library science or ~~library and information science~~ **Library Media Specialist licensure**; or
 3. a professional librarian or a person trained in library collection management.
- D. The school board may decline to purchase, lend, or shelve or remove access to library materials legitimately based on:
1. practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;
 2. legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and discipline of the school; or
 3. compliance with state or federal law.

[NOTE: In 2024, the Minnesota legislature enacted a new law—Minnesota Statutes 134.51--that includes the new provisions above.]

[NOTE: Minnesota Statutes, section 134.51, cited above, recognizes the school board's authority to make decisions regarding library materials. Through adoption of this policy, the school board delegates selection and reconsideration of library materials decision making as set forth in this policy.]

V. SELECTION OF LIBRARY MATERIALS

- A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:
1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
 2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
 3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, gender identity and orientation, or political views of the writer;
 4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
 5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
 - a. Artistic quality and/or literary style;
 - b. Authenticity;
 - c. Critical thinking;
 - d. Educational significance;
 - e. Factual content;
 - f. High interest for intended audience; and
 - g. Readability.
 6. The selection of library materials shall conform to the constraints of the school district budget.
- B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.
- C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.
- D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist.
- E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other

resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

[NOTE: The school board may choose to delete Paragraph E.]

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

- A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.
- B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.
- C. Informal Request for Reconsideration of Specific Library Material
 - 1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the building principal. The building principal and the library media specialist shall assume responsibility for processing the request on an informal basis.
 - 2. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
 - 3. If the request is not resolved informally, the principal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.
- D. Formal Request for Reconsideration of Specific Library Collection Material
 - 1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed [*Formal Request for Reconsideration of Instructional Resource or Specific Library Collection Material*](#) form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

The district will respond to Formal Request for Reconsideration within 60 school contract days. One challenge will be addressed by the committee at a time.

If specific library material is the subject of a Formal Request for

Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

2. On an annual basis, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:
 - a. One member of the school district administration
 - b. One principal
 - c. Two teachers
 - d. One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)
 - e. Two members of the school district community with no direct connection with the request for reconsideration
 - f. Two student representatives (as appropriate to the specific request).
3. The Review Committee chair shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the selection criteria set forth in this policy.
4. The Review Committee
 - a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
 - b. shall examine the specific library material as a whole;
 - c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
 - d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.
5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision.
6. The requestor shall have the right to appeal the decision of the superintendent or the superintendent's designee to the school board.

VIII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

- A. the title, author, and other relevant identifying information about the material being challenged;
- B. the date, time, and location of any public hearing held on the challenge in question,

including minutes or transcripts;

- C. the result of the challenge or reconsideration request; and
- D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

[NOTE: This article was enacted in 2024 by the Minnesota legislature.]

IX. PROHIBITION ON RETALIATION

The school district may not discriminate against or discipline an employee for complying with Minnesota Statutes, section 134.51.

[NOTE: This article was enacted in 2024 by the Minnesota legislature.]

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
Minn. Stat. § 134.51 (Access to Library Materials and Rights Protected)
Minn. Rules Part 8710.4550 (Library Media Specialists)
Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)
Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624, 642 (1943)

Cross References: MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

First Reading: 11.21.23
Second Reading: 12.19.23
Adopted: 12.19.23
Reviewed:

416 DRUG, ~~AND~~ ALCOHOL, AND CANNABIS TESTING

[NOTE: Drug, alcohol, and cannabis testing of school bus drivers and **driver** applicants is mandatory under federal law. The mandatory testing is described under Part III. of the policy. Drug and alcohol testing of other employees or drug and alcohol testing of school bus drivers beyond that mandated by federal law is optional and can be done under state law only if a policy containing provisions, such as the provisions of Part IV. of this policy, is adopted. Cannabis testing of school employees and school bus drivers shall conform to federal and Minnesota law. To preserve the right to request or require school district employees who are not bus drivers and applicants to undergo cannabis testing or drug and/or alcohol testing or to require bus drivers to submit to testing that is not federally mandated, a school district should adopt Part IV. as part of its drug and alcohol testing policy.]

I. PURPOSE

- A. The school board recognizes the significant problems created by drug, ~~and~~ alcohol, and **cannabis** use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug, ~~and~~ alcohol, and **cannabis** use will be not only safer, healthier, and more productive but also more conducive to effective learning. To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug, ~~and~~ alcohol, and **cannabis** testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statutes, sections 181.950-181.957.

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug and alcohol testing **and cannabis testing** in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug and alcohol testing **and cannabis testing** in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug and alcohol testing **and cannabis testing** in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs that are not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs that are not medically prescribed are prohibited from entering or remaining on school district property.
- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol **or cannabis** is

prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol or cannabis is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol or cannabis are prohibited from entering or remaining on school district property.

- E. Any employee who violates this section shall be subject to discipline that includes, but is not limited to, immediate suspension without pay and immediate discharge.
- F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:
 - 1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;
 - 2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;
 - 3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by Minnesota Statutes, section 181.952; or
 - 4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, ~~marijuana~~ cannabis (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

- 1. "Actual Knowledge" means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee's use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee's admission, except when made in connection with a qualified employee self-admission program.
- 2. "Alcohol Screening Device" (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products

List for such devices.

3. "Breath Alcohol Technician" (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. "Commercial Motor Vehicle" (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.
5. "Designated Employer Representative" (DER) means an employee authorized by the school district to take immediate action to remove employees from safety sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.
6. "Department of Transportation" (DOT) means United States Department of Transportation.
7. "Direct Observation" means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.
8. "Driver" is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent, or occasional drivers, leased drivers, and independent owner-operator contractors.
9. "Evidential Breath Testing Device" (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
10. "Licensed Medical Practitioner" means a person who is licensed, certified, and/or registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.
11. "Medical Review Officer" (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district's drug testing program and for evaluating medical explanations for certain drug tests.
12. "Refusal to Submit" (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver's provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer's

instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre-employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.

13. "Safety-Sensitive Functions" are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.
14. "Screening Test Technician" (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
15. "Stand Down" means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory report to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test before the MRO completes the verification process.
16. "Substance Abuse Professional" (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

[NOTE: Federal regulations require that school districts provide materials to bus drivers explaining the school district's policies and procedures and the federal requirements with respect to the mandatory drug and alcohol testing of bus drivers. 49 Code of Federal Regulations, section 382.601. Most of the required information is contained within this model policy. Additional materials to be provided to employees are described in Paragraph 2. of Section C.]

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver's or a coworker's); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.

3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. This statement should be in the form of **Attachment A** to this policy. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

[NOTE: The federal regulations require a school district to obtain a signed statement from each driver certifying that he or she received a copy of these materials. 49 Code of Federal Regulations, section 382.601(d). The original signed certificate must be maintained by the school district and a copy may be provided to the driver.]

D. Alcohol and Controlled Substances Testing Program Manager

[NOTE: School districts are required by federal regulations to designate a person to answer driver questions about the policy and the education materials described in Section C. above and to notify the drivers of the designation. 49 Code of Federal Regulations, section 382.601(b)(1).]

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

[NOTE: The specific prohibitions for drivers are contained, in large part, in 49 Code of Federal Regulations, sections 382.201-382.215.]

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.

6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.
8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition. Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

[NOTE: Consequences for drivers engaging in alcohol-related conduct are described in the federal regulations. 49 Code of Federal Regulations, section 382.505.]

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for ~~marijuana~~ cannabis. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

[NOTE: School districts must utilize the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse") to conduct pre-employment queries, annual queries, and

reports regarding CDL holders who operate CMVs on public roads (including school bus drivers) and who are covered by the Federal Motor Carrier Safety Administration (FMCSA) Drug and Alcohol Testing Program. In addition to utilizing the Clearinghouse, school districts must continue to comply with the alcohol and controlled substance testing required under Title 49 of the Federal Regulations.]

1. Pre-Employment Testing

[NOTE: 49 Code of Federal Regulations, section 382.301 details the requirements for pre-employment testing.]

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.

[NOTE: A school district is permitted, but not required, to conduct pre-employment testing for the use of alcohol. If a school district elects to require pre-employment testing for alcohol, it should include the bracketed text in Subparagraph a., above, and test all applicants uniformly.]

- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.

- c. ~~To be hired, the applicant must test negative and must sign an agreement in the form of Attachment B to this policy, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return to duty requirements (including follow-up tests), within the preceding two (2) years.~~

[NOTE: Federal regulations require school districts to inquire about, obtain, and review alcohol and controlled substances information from prior employers pursuant to a driver's written authorization, prior to the time a driver performs safety-sensitive functions, if feasible. 49 Code of Federal Regulations, section 382.413, and 49 Code of Federal Regulations, section 40.25. If not feasible, school districts must not permit the employee to perform safety-sensitive functions for more than thirty (30) days from the date a safety-sensitive function was performed unless the school districts make good faith efforts to obtain the information and to make a record of those efforts to be retained in the driver's qualification file.]

- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.
- e. Before employing a driver subject to controlled substances and alcohol

testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query (see Attachment E to this policy). The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

[NOTE: 49 Code of Federal Regulations, section 382.303, governs post-accident testing of drivers.]

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.
- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

[NOTE: 49 Code of Federal Regulations, section 382.305 governs random testing of drivers.]

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.

[NOTE: The Federal Highway Administration (FHWA) set the random alcohol selection and testing rate at 10% of the average number of driver positions and evaluates this minimum percentage each year. School districts can elect to stay at the 1998 level of 25% (or a higher percentage) if they do not want to monitor the minimum annual percentage rate set by the FHWA. The random controlled substances selection and testing rate has remained at 50% each year and has not been lowered to 25% as is possible under the regulations.]

- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

[NOTE: 49 Code of Federal Regulations, section 382.307 governs reasonable suspicion testing of drivers.]

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and withdrawal effects of controlled substances.

- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty-four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

[NOTE: 49 Code of Federal Regulations, sections 382.309, 40.23(d), and 40.305 govern return-to-duty testing.]

- 5. Return-To-Duty Testing. A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.

[NOTE: 49 Code of Federal Regulations, sections 382.311, 40.307, and 40.309 govern follow-up testing.]

- 6. Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

- 7. Refusal to Submit and Attendant Consequences

[NOTE: Consequences for refusals to submit to required drug and alcohol tests are addressed generally in 49 Code of Federal Regulations, sections 40.191, 40.261, and 382.211. They are more specifically addressed in 49 Code of Federal Regulations, sections 382.501-382.507 and in 49 United States Code, section 521(b).]

- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code section 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.

- c. A driver applicant who refuses to submit to testing shall be disqualified from further consideration for the conditionally offered position.
- d. An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety sensitive functions.
- e. Drivers or driver applicants who refuse to submit to required testing will be required to sign **Attachment D** to this policy.

I. Testing Procedures

1. Drug Testing

[NOTE: The Federal Drug Testing Custody and Control Form (CCF) must be used to document every urine collection required by the DOT drug testing program. 49 Code of Federal Regulations, section 40.45.]

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.
- b. If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.
- c. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.

- d. If the donor requests an analysis of the split specimen within seventy two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor’s failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.
- e. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- f. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 - (1) The donor expressly declines the opportunity to discuss the test results;
 - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
 - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

[NOTE: The DOT Alcohol Testing Form (ATF) must be used for every DOT alcohol test. 49 Code of Federal Regulations, section 40.225.]

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct

the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.

- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

- 1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.

[NOTE: The limitation on discharge in Paragraph 2., below, is contained solely in Minnesota law. State law is preempted by federal laws and regulations as it relates to drivers of commercial motor vehicles (such as bus drivers). See Minnesota Statutes section 221.031, subdivision 10. Nevertheless, school districts may decide to comply with the state law requirements for various reasons (such as to treat all school district employees equally since employees subject to testing only under state law are accorded these additional rights). Consultation with the school district's legal counsel is recommended.]

- 2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP; and
 - b. The employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
 - c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

The testing laboratory for controlled substances will be [Perrin Mobile Medical, 9010 E Pettit Dr., Barnes, WI 54873, 715-378-2269], which is a laboratory certified by the Department of Health and Human Services – SAMHSA to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minnesota Statutes, Chapter 13. Any information concerning the individual's test results and records shall not be released without written permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.

[NOTE: The federal recordkeeping requirements for school districts are detailed in the federal regulations, 49 Code of Federal Regulations, sections 382.401 et seq. and 40.331. The DOT publishes a guide to the recordkeeping requirements of mandatory drug and alcohol testing for persons with a commercial driver's license as part of its Alcohol & Drugs: DOT Compliance Manual.]

2. The required records shall be retained for the following minimum periods:

Basic records	5 years
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"Basic records" includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
Alcohol and controlled substance collection procedures	2 years
Negative and cancelled controlled substance tests	1 year
Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

"Education and training records" must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse ("Clearinghouse") as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or

higher;

- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows
 - i. Any on-duty alcohol use;
 - ii. Any pre-duty alcohol use;
 - iii. Any alcohol use following an accident; and
 - iv. Any controlled substance use.
- f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;
- g. Any negative return-to-duty test; and
- h. Any employer's report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

- 1. Removal. The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return-to duty requirements of federal DOT regulations have been completed.
- 2. Referral, Evaluation, and Treatment
 - a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.
[NOTE: Subparagraphs b. and c., below, are based on the provisions of 49 Code of Federal Regulations, section 40.289.]
 - b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.

[NOTE: School districts are not required to comply with state law governing drug and alcohol testing when the individuals are subject to the federal laws and regulations (i.e., bus drivers). If

a school district, after consultation with legal counsel, chooses to comply voluntarily with these requirements, Subparagraph b., above, can be modified as follows:

b. The school district will offer a driver an opportunity to return to a DOT safety-sensitive duty following an employee's first positive test result on a confirmatory test if no reasons independent of the first test result for discharge exist. Otherwise, the school district may choose, but is not required, to provide an SAP evaluation or any subsequent recommended education or treatment.]

c. Drivers are responsible for payment for SAP evaluations and services unless a collective bargaining agreement or employee benefit plan provides otherwise.

d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.

c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to **cannabis testing or** drug and alcohol testing other than that required by federal law. For example, drivers may be requested or required to undergo **cannabis testing or** drug and alcohol testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

[NOTE: When the testing of drivers complies with federal testing requirements and procedures, school districts clearly are exempt from the state drug and alcohol testing requirements in Minnesota Statutes, sections 181.950-181.957. See Minnesota Statutes, section 221.031, subdivision 10. When testing beyond the federally mandated requirements, however, school districts still must comply with state law.]

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or any subsequent corresponding regulations).

R. Annual Clearinghouse Query

1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearinghouse but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701.
2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing or cannabis testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing or cannabis testing as authorized

in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

GA. Definitions

1. "Cannabis testing" means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.
2. "Confirmatory test" and "confirmatory retest" mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
3. "Drug" means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.
4. "Drug and Alcohol Testing," "Drug or Alcohol Testing," and "Drug or Alcohol Test" mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" do not include cannabis or cannabis testing, unless stated otherwise.
5. "Employee" means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.
6. "Initial screening test" means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
7. "Job Applicant" means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school district in a position that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing. Job applicants for positions requiring a commercial driver's license are governed by the provisions of the school district's drug and alcohol testing policy relating to school bus drivers (Section III).
8. "Oral fluid test" means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:

- a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and
- b. does not require the services of a testing laboratory under section 181.953, subdivision 1.

[NOTE: The 2024 Minnesota legislature added oral fluid tests.]

- 9. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school district for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel. Persons whose positions require a commercial driver's license are primarily governed by the provisions of the district's drug and alcohol testing policy relating to school bus drivers (Section III.). To the extent that the drug and alcohol testing of persons whose positions require a commercial driver's license is not mandated by federal law and regulations, such testing shall be governed by Section IV. of this policy and the drivers shall fall within this definition of "other employees."
- 10. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
- 11. "Random Selection Basis" means a mechanism for selection of employees that:
 - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b. does not give the school district discretion to waive the selection of any employee selected under the mechanism.
- 12. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
- 13. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of any person.

B. Circumstances Under Which Drug or Alcohol Testing May Be Requested or Required; Exceptions

1. General Limitations

- a. The school district ~~will~~ **may** not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing **or cannabis testing**, unless the testing is done pursuant to this ~~drug and alcohol testing~~ policy; and **either (1) is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1; or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a.**

[NOTE: The 2024 Minnesota legislature amended this provision.]

- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing or cannabis testing on an arbitrary and capricious basis.

2. Cannabis Testing Exceptions

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

- a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;
- b. a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;
- c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;
- d. a position of employment funded by a federal grant; or
- e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

23. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer that is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job applicant of the reason for its action.

- a. The school district must not request or require a job applicant to undergo cannabis testing solely for the purpose of determining the presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.
- b. Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.
- c. The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.

- d. Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.

4. Oral fluid testing

- a. When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.
- b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.
- c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or job applicant's own expense.
- d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the workplace under Minnesota Statutes, sections 181.950 to 18.957, unless stated otherwise.

[NOTE: The 2024 Minnesota legislature enacted this provision.]

35. Random Testing

The school district may request or require "other employees" to undergo **cannabis testing** or drug and alcohol testing on a random selection basis only if they are employed in safety sensitive positions.

46. Reasonable Suspicion Testing

The school district may request or require any employee to undergo **cannabis testing** or drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of **cannabis**, drugs or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, **cannabis flower**,

cannabis products, lowe-potency hemp edibles, or hemp-derived consumer products while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;

- c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

57. Treatment Program Testing

The school district may request or require any employee to undergo **cannabis testing and** drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo **cannabis testing and** drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

68. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

BC. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of Section IV.D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing **or requesting cannabis testing**, the school district shall provide the employee or job applicant with a Pretest Notice in the form of Attachment **E D** to this policy on which to acknowledge that the employee or job applicant has received the school district's drug and alcohol testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing **or cannabis testing** of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test **or cannabis test**.

4. Notice of and Right to Explain Positive Test Result

a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information (see Attachment **G F** to this policy.

b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.

c. The employee may present verification of enrollment in the medical cannabis patient registry **or of enrollment in a Tribal medical cannabis program** as part of the employee's explanation.

d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for **marijuana cannabis**. MROs will verify a drug test confirmed as

positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

- e. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.
- b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, ~~or~~ alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.

- 6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable.

Attachments **F E** and **G F** to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

- 1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
- 2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
- 3. The school district may not discharge an employee for whom a positive test

result on a confirmatory test was the first such result for the employee on a drug or alcohol test **or cannabis test** requested by the school district, unless the following conditions have been met:

- a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug, ~~or~~ alcohol, **or cannabis** counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
 5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
 6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
 7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process **or cannabis testing process** and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statutes Chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statutes, Chapter 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug, ~~and~~ alcohol, and cannabis testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice in the form of Attachment H ~~G~~ to this policy.

V. **POSTING**

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. Ch. 43A (State Personnel Management)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and Alcohol Test Results of Commercial Motor Vehicle Operators)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 ~~and 382~~ (Department of Transportation Rules Implementing Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

Cross-References: MSBA/MASA Model Policy 403 (Discipline, Suspension, And Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Replacing: Policies 4035 & 4050
Adopted: 08.16.2022
Reviewed:

ATTACHMENT A

**— DRIVER ACKNOWLEDGMENT —
DRUG AND ALCOHOL TESTING POLICY AND MATERIALS**

I have received a copy of the Drug, and Alcohol, and Cannabis Testing Policy of Independent School District No. 709 Duluth, Minnesota and have read it in its entirety. I understand that I am subject to the provisions of Article III of the policy, entitled Federally Mandated Drug and Alcohol Testing for School Bus Drivers, because the position involves operating a commercial motor vehicle and requires a commercial driver's license.

The District's policy was provided to me:

- Upon adoption of the policy (employee).
- Upon my hire (job applicant/new employee).
- After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug and alcohol testing (job applicant).

I also received materials concerning the effects of alcohol and controlled substances use on an individual's health, work, and personal life; signs and symptoms of an alcohol or drug controlled substance problem; and available methods of intervening when an alcohol or drug problem is suspected.

I have been advised that the Alcohol and Controlled Substances Testing Program Manager is Jeremy Kasapidis, Transportation Manager and that any questions I may have concerning the Policy should be directed to the Program Manager.

Dated: _____

Signature of Employee/Applicant

Typed or Printed Name

ATTACHMENT B

— BUS DRIVER OR DRIVER APPLICANT —
CONSENT TO SCHOOL DISTRICT CONDUCT
OF CLEARINGHOUSE FULL QUERY

Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver’s License (CDL) Drug and Alcohol Clearinghouse (“Clearinghouse”) to obtain information about whether the driver

- (1) has a verified positive, adulterated, or substituted controlled substances test result;
- (2) has an alcohol confirmation test with a concentration of 0.04 or higher;
- (3) has refused to submit to a test in violation of federal law; or
- (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law.

The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query. The school district shall retain the consent for three (3) years from the date of the query.

I consent to the school district’s conduct of a Clearinghouse full query.

Dated: _____

Signature of Applicant

Typed or Printed Name

ATTACHMENT C

**— BUS DRIVER OR DRIVER APPLICANT —
REFUSAL TO SUBMIT TO TESTING**

I hereby refuse to submit to drug/alcohol testing by doing the following:

- Failing to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so;
- Failing to remain at the testing site until the testing process is complete;
- Failing to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test;
- Failing to permit the observation or monitoring of any provision of a specimen in the case of a directly observed or monitored collection in a drug test;
- Failing to provide a sufficient breath specimen or sufficient amount of urine when directed and it has been determined that there was no adequate medical explanation for the failure;
- Failing or declining to take a second test as directed;
- Failing to undergo a medical examination or evaluation, as directed by the Medical Review Officer (MRO) or the Designated Employer Representative (DER);
- Failing to cooperate with any part of the testing process (e.g., refusing to empty pockets when so directed by the collector, behaving in a confrontational way that disrupts the collection process, failing to wash hands after being directed to do so by the collector, failing to sign the certification on the form);
- Failing to follow the observer's instructions, in an observed collection, to raise the driver's clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process;
- Possessing or wearing a prosthetic or other device that could be used to interfere with the collection process;
- Admitting to the collector or MRO that the driver adulterated or substituted the specimen; or
- Having a verified adulterated or substituted test as reported by the MRO.

[An applicant who fails to appear for a pre employment test, who leaves the testing site before the pre employment testing process commences, or who does not provide a urine specimen because he or she left before it commences, is not deemed to have refused to submit to testing.]

I recognize that my refusal subjects me to the consequences specified in federal law and regulations. It also constitutes a presumption of a positive result. I further recognize that if I am an applicant, I will be disqualified from consideration for the conditionally-offered position. If I am an employee, I will not be permitted to perform safety-sensitive functions, and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If the school district offers me an opportunity to return to a DOT safety-sensitive function, I understand I will be evaluated by a substance abuse professional, and will be required to submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

Date: _____

Time: _____

Signature of Employee/Applicant

Supervisor: _____

Supervisor's Signature

Comments: _____

Employee refusal to sign

Supervisor's Initials: _____

ATTACHMENT D

-PRETEST NOTICE-

I, the undersigned employee/job applicant of Independent School District No. 709, Duluth , Minnesota ("School District") do hereby acknowledge that I have been provided a copy of the School. District's Drug, Alcohol, and Cannabis Testing Policy.

Date: _____

Signature of Employee/Job Applicant

Typed or Printed Name

ATTACHMENT E

[Employee Name]
[Employee Address]

RE: Drug, and/or Alcohol, and/or Cannabis Test
[Date of Testing]

NOTICE OF TEST RESULTS AND VARIOUS RIGHTS

Test Results:

Independent School District No. 709, Duluth, Minnesota has received the test result report from the testing laboratory:

- Your initial screening test result was negative.
- Your confirmatory test result was negative.
- Your confirmatory test result was positive.

Test Result Report:

You have the right to request and receive from the school district a copy of the test result on any drug or alcohol test or cannabis test.

Right to Explain Positive Test Result:

In the case of a positive test result on a confirmatory test, you have the right to explain the results. You may, within three (3) working days after notice of a positive test result on a confirmatory test, submit information to the school district, in addition to any information already submitted, to explain that result. Attached to this Notice is a document entitled "Explanation of Positive Test Result" for this purpose.

Right to Request Confirmatory Retests:

In the case of a positive test result on a confirmatory test, you have the right to request a confirmatory retest of the original sample at your own expense.

Within five (5) working days after notice of the confirmatory test result, you must notify the school district in writing of your intention to obtain a confirmatory retest.

Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that you have requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minn. Stat. § 181.953, Subd. 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, or alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against you.

Other Rights:

In the case of a positive test result on a confirmatory test, you may have other rights provided under the sections detailed below.

A. Employee Discharge and Discipline

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee whose position does not require a commercial driver's license on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.

In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.

2. The school district may not discharge an employee whose position does not require a commercial driver's license for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test requested by the school district, unless the following conditions have been met:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical use counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
3. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co-employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
4. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire.
5. An employee must be given access to information in the employee's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

B. Withdrawal of Applicant's Job Offer

If a job applicant for a position that does not require a commercial driver's license has received a job offer made contingent on the applicant passing drug, and alcohol, and/or cannabis testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

ATTACHMENT F

EXPLANATION OF POSITIVE TEST RESULT

I, the undersigned employee/job applicant of Independent School District No. 709, Duluth, Minnesota acknowledge receipt of a Notice of Test Results and Various Rights. This includes my right to explain the positive test result on a confirmatory test.

I am currently taking or have recently taken:

- no over-the-counter or prescription medications; or
- the following over-the-counter or prescription medications:

I also offer the following information relevant to the reliability of, or explanation for, a positive test result:

Date: _____

Signature of Employee/Job Applicant

Typed or Printed Name

ATTACHMENT G

— ACKNOWLEDGMENT —
DRUG, AND ALCOHOL, AND CANNABIS TESTING POLICY

I have received a copy of the Drug, and Alcohol, and Cannabis Testing Policy of Independent School District No. 709, Duluth, Minnesota and have read it in its entirety.

The District's policy was provided to me:

- Upon adoption of the policy (employee)
- Upon my hire (job applicant/new employee)
- After receipt of my conditional job offer, before any testing if my job offer is contingent upon my passing of drug, and alcohol, and cannabis testing as applicable. (job applicant)

Dated: _____

Signature of Employee/Applicant

Typed or Printed Name

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:
 - 1. support the goals and objectives of the education programs;
 - 2. consider the needs, age, and maturity of students;
 - 3. foster respect and appreciation for cultural diversity and varied opinion;
 - 4. fit within the constraints of the school district budget;
 - 5. are in the English language. Another language may be used, pursuant to ~~Minnesota Statutes, § 124D.59 to 124D.61;~~
 - 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 - 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials. Access to the materials in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.

B. Formal Request for Reconsideration of a Textbook or Other Instructional Resource

- 1. A Formal Request for Reconsideration of a textbook or other instructional resource is initiated upon submission of a completed [Formal Request for Reconsideration of Instructional Resource or Specific Library Collection Material](#) form. The form must be completed in its entirety for each resource that is subject to a request for reconsideration and submitted to the school principal. The principal shall notify the superintendent or the superintendent's designee of receipt of a completed Formal Request form.

The district will respond to Formal Request for Reconsideration within 60 school contract days. One challenge will be addressed by the committee at a time.

If specific instructional material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific instructional material, then the specific instructional material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

- 2. The Superintendent or the superintendent's designee shall appoint an Instructional Materials Review Committee (Review Committee) upon receipt of a Formal Request for Reconsideration. This committee shall include:
 - a. One member of the school district administration
 - b. One principal
 - c. Two teachers of the discipline named in the complaint (one of which shall be the content area lead teacher)
 - d. Two members of the school district community with no direct connection with the request for reconsideration
 - e. Two student representatives (as appropriate to the specific request).
- 3. The Review Committee chair shall establish a date upon which it will discuss

the request and whether the specific instructional material conforms to the selection criteria set forth in this policy.

4. The Review Committee
 - a. may consult individuals, organizations, and other resources with relevant professional knowledge on instructional material;
 - b. shall examine the specific instructional material's area of concern;
 - c. shall examine the specific instructional material as to its conformance with the criteria for selection of instructional materials; and
 - d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific instructional material.
5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision.
6. The requestor shall have the right to appeal the decision of the Review Committee to the superintendent and the school board.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Knowledge and Skills)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

Replaces: Policies 6030, 6035 & 6040
First Reading: 12.19.2023
Second Reading: 01.23.2024
Adopted: 01.23.2024

503R STUDENT ATTENDANCE REGULATION

I. OFFICIAL RECORDS

The official attendance record will be kept by the attendance office.

II. DEFINITIONS ~~SUPPLEMENTARY BUILDING REGULATIONS~~

~~Any individual building regulations developed by schools must be submitted to the Superintendent annually.~~

- A. Compulsory Attendance: Children between the ages of seven (7) and seventeen (17) must attend school every day and be on time unless they have a lawful excuse. A student is considered truant if they are absent without a legal excuse for three or more full or partial school days in a year. Children enrolled in kindergarten or a higher grade in a public school are subject to compulsory attendance. However, a parent/guardian can withdraw a child under seven (7) from enrollment at any time for good cause.
- B. Habitually Truant: A student is considered habitually truant if they are out of school without a valid reason for at least seven (7) school days.
- C. Educational Neglect: Determined when a child's parent, guardian, or custodian fails to comply with compulsory instruction laws, resulting in the child missing school. It is considered educational neglect when a student is under twelve (12) and has seven (7) unexcused absences.
- D. Chronically Absent: A student is considered chronically absent if they miss more than 10% of their school days in a given year. In Duluth public schools this would equate to approximately two (2) days per month, or eighteen (18) days per year of excused and/or unexcused absences.
- E. 15-Day Withdrawal Provision: In Minnesota, a school district must drop a student from its enrollment after 15 consecutive days of absence, even if the student has excused absences.
- F. Exempt attendance: A student is marked "exempt" whenever they are in school under the care of a responsible adult, such as a nurse, coach, social worker, or principal. It does not count toward a students' chronic absenteeism calculation.
- G. Internal Truancy: Students who are physically present at school but skip specific classes or periods without permission. Student absences are marked as unexcused.

III. PARENT/GUARDIAN ATTENDANCE PROCEDURES ~~AND PARENT NOTIFICATION~~

- A. Each student's attendance is recorded electronically and available to parents/guardians online.

- B. It is the responsibility of the parent or guardian to inform the school in the event of a student absence.
1. Parents/Guardian should use the communication method shared by the school site to provide the reason for student absence. This may be through an attendance line, a monitored email address, or other means as communicated.
 2. All absences must be reported to the school within 48 hours.
 3. Students must be in school for a minimum of three (3) hours (unless absent due to a school sponsored activity or documented medical/dental appointment) in order to be eligible to practice or participate in any activity after school.
 4. Physical education & Recess Attendance and Excuses: When a temporary condition or disability resulting from illness or injury makes it necessary for the student not to participate in physical education, swimming, or recess, the parent is asked to write a note making this request. If the student is to be excused for longer than a day, a statement from the attending physician requesting this is required. These requests should be brought to the health office before classes start in the morning.
- C. Excused Absence Verification
1. Documentation for additional excused absences will be required if a student accumulates more than twelve (12) cumulative absences.
 2. Illness greater than 3 days required medical provider documentation.

IV. PARENT/GUARDIAN NOTIFICATION

- A. Elementary (K-5)
1. Any time a student is absent without prior notification, parents/guardians will receive a notification ~~phone call~~ from the school indicating the child has been absent.
 2. After three (3) unexcused absences parents/guardians will receive a letter informing them of absences and possible consequences for continuation of unexcused absences.
 3. After seven (7) unexcused absences, a student is deemed in educational neglect and the school attendance officer or other designated school officials will take appropriate action which may include a request to county social services.
 4. After twelve (12) ~~eleven (11)~~ **excused and unexcused absences**, the students and family may be required to attend a meeting with administration, develop an attendance contract and/or be required to submit medical documentation for future absences in order to be

excused.

Elementary School Tardiness

A student is considered tardy up to thirty (30) minutes late for the morning or afternoon section. If a student arrives to either section more than thirty (30) minutes late, the student is considered absent for the section.

B. Middle School (6-8)

1. Any time a student is absent without prior notification parents/**guardians** will receive a **notification** ~~a phone call~~ from the school indicating the child has been absent.
2. After three (3) unexcused absences the parent/guardian will receive a letter informing them of absences and possible consequences for continuation of unexcused absences.
3. After seven (7) unexcused absences the student is deemed truant, the parent/guardian will receive a letter informing them of the absences⁷. **School officials will take appropriate action with and may include:**
 - Student attendance contract
 - Mediation Contract through St. Louis County Court
 - Truancy referral to the Student Attendance Review Board (SARB)
 - Truancy court with St. Louis County Court~~the student will be referred to the Truancy Action Project (TAP) advocate.~~
4. **After twelve (12) excused and unexcused absences,** the students and family may be required to attend a meeting with administration, develop an attendance contract and/or be required to submit medical documentation for future absences in order to be excused.
- ~~4. After fifteen (15) unexcused absences a student, the school attendance office or other designated school officials will take appropriate action which may include:~~
 - ~~• Mediation Contract through St. Louis County court~~
 - ~~• Truancy referral to the Student Attendance Review Board (SARB)~~

Middle School Tardiness

A student is considered tardy up to 5 minutes late for a class. After 5 minutes a student is considered absent. When a student has accumulated three (3) unexcused tardies per course **or per day**, disciplinary action may occur.

C. High School (9-12)

1. Any time a student is absent without prior notification, parents/**guardians** will receive a **notification** ~~a phone call~~ from the school indicating the child has been absent.
2. After three (3) unexcused absences parents/**guardians** will receive a

letter informing them of absences and possible consequences for continuation of unexcused absences.

3. After (5) unexcused absences a student will be placed on an attendance contract and may receive an incomplete for the course.
4. After seven (7) unexcused absences, a student is deemed truant and the school attendance officer or other designated school officials will take appropriate action which may include a request to the county attorney (503-4) to file a petition with the juvenile court, pursuant to Minnesota statutes.
5. After a student accumulates nine (9) unexcused absences in a course, a student will lose credit for the course.
6. After twelve (12) **excused and unexcused absences**, the students and family may be required to attend a meeting with administration, develop an attendance contract and/or be required to submit medical documentation for future absences in order to be excused.

High School Tardiness

A student is considered tardy up to 5 minutes late for a class. After 5 minutes it is considered an absence. Three (3) unexcused tardies will equal one (1) unexcused absence.

~~IV. DISTANCE LEARNING ATTENDANCE~~

~~During distance learning periods or digital learning days, attendance is recorded based on student participation or teacher confirmation of student participation, rather than on student absences. Students must have actual documented student teacher contract on a given day to be reported as in attendance on that day, i.e., schools must take positive rather than passive attendance.~~

- ~~1. The expectation of the Minnesota Department of Education (MDE) is that "students receive daily interaction with their licensed teacher(s)".~~
- ~~2. Contact may be made with the student or parent through email, phone call, text, learning management system, shared electronic documents, student record of participation in the district's state reporting student information software system (SIS), face to face, or hardcopy documents returned to the teacher.~~
- ~~3. At the end of each work day, the classroom teacher must record student positive attendance in the district's state reporting student information software system (SIS).~~
- ~~4. Students may be working on content/contacting teachers outside of the teacher schedule workday and such work will be reviewed and counted toward positive attendance for the day regardless of time of day submitted or completed.~~

- ~~5. When student work is submitted electronically or by other means, the teacher may, for the four previous days, retroactively update student positive attendance in the district's state reporting SIS to reflect a student's work.~~
- ~~6. Designated school officials will follow up with students experiencing frequent absences to assure that issues of equitable access or barriers to participating in instruction can be identified and resolved.~~
- ~~7. Procedures for parent/guardian notification and reporting of cumulative executed and unexcused absences apply to distance learning.~~

Replaced: Regulation 5025R
Adopted: 03-22-2016
Revised: 04-21-2020
06-16-2020
10-20-2020 ISD 709
06-15-2023

616R SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

Statement

The District Advisory Committee is established to meet the requirements of MN Statute 120B.11 and ensures active community participation in the planning and improvement of instruction and curriculum affecting state and district academic standards. The superintendent or designee exercises supervision of curriculum development and recommends curriculum to the School Board, with input from the District Advisory Committee. Committee membership, to the extent possible, shall reflect the diversity of the district and its school sites. To the extent possible, the committee shall include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of committee members.

A. Membership

The District Advisory Committee Membership will include:

- 1. Education Director(s)
- 2. Principal representative(s)
- 3. School Board Member(s)
- 4. Student representative(s)
- 5. One teacher from each instructional area (Pre-K, Elementary, Secondary and Special Education)
- 6.. Two parents/guardians from each school site
- 7. Two community representatives from each of the following district committees (1) American Indian Parent Advisory; (2) Early Childhood Advisory; (3) Education Equity Advisory; (4) Special Education Advisory
- 8. At least two residents representing local business, senior citizens or other community elements
- 9. Teaching, Learning, and Equity staff members will sit as ex officio members. Their attendance and participation will be under the direction of the Superintendent/designee.

B. Expectations and Roles of Members

- 1. Terms of office run from from the first day of school through the last day of school each year, however members are encouraged to serve more than one term
- 2. Members are expected to attend a minimum of two of the four regular meetings
- 3. A member who is not able to fulfill their commitment may resign or may be asked to resign by an Education Director

JAN 28 2025

APPROVED BY
THE SCHOOL BOARD

RESOLUTION

Acceptance of Donations to Duluth Public Schools

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

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

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

BE IT FURTHER RESOLVED that the Duluth Public Schools wishes to extend its grateful appreciation to these various individuals and organizations.

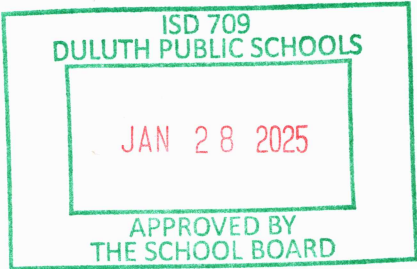
SCHOOL	DONOR	AMOUNT	RESTRICTION	COMMENTS
Area Learning Center	Duluth Federation of Teachers	\$100.00	ALC Student Holiday Auction	
Area Learning Center	Mike & Bitsy Zwak	\$100.00	ALC Student Holiday Auction	
Area Learning Center	Shana Vesel	\$200.00	ALC Student Holiday Auction	
Area Learning Center	Shana Vesel	In-kind	ALC Student Holiday Auction	Chocolates, throw blanket, 3 mini wood cutting boards, cocoa mug, 3-wick candle, small candle, toddler puzzle
Area Learning Center	Fitger's Bookstore	In-kind	ALC Student Holiday Auction	GC \$30, GC \$25, puzzle \$26.99, lotion \$45, books: spirits dancing \$19.95, The breeding bird \$59.95, Nic Blake & the remarkables 3 book set \$60, hidden life of Cecily Larson \$28, The Twenty-Ninth Day \$15.99 TOTAL \$310.88
Area Learning Center	A&L Properties	In-kind	ALC Student Holiday Auction	Blanket hoodie \$24.99, hoodie \$35.99, hoodie \$35.99, men's hoodie \$23.99, men's hoodie \$34.99, vanilla candle \$23.60, frozen lake candle \$26.97, furry sherpa blanket \$26.99, fleece bubble blanket \$19.99, flower pillow \$11.39, polaroid camera \$69.99, polaroid film \$39.98, photo printer \$79.99, Mini fridge \$31.55, Bruh tshirt \$19.99 TOTAL \$506.39
Area Learning Center	Paula Williams	In-kind	ALC Student Holiday Auction	Apple AirPods x 2 \$220, Apple AirPods Pro x 2 \$380 TOTAL \$600
Area Learning Center	Paula Williams	In-kind	ALC Student Holiday Auction	Handmade Criggabe & Cutting board \$60, Apple Airtags \$50 TOTAL \$110

Area Learning Center	Anonymous	In-kind	ALC Student Holiday Auction	32" Insignia TV \$99.99, Rhino Ratchet Straps \$30, Fuzzy Throw Blanket \$26.99 TOTAL \$156.98
Area Learning Center	John Lindula	In-kind	ALC Student Holiday Auction	LED Lights \$28.99, Apple Earpods \$15.96 TOTAL \$44.95
Area Learning Center	Kathleen Wilson	In-kind	ALC Student Holiday Auction	Flat tire emergency kit x 2 \$40
Area Learning Center	Brittney Gustafson	In-kind	ALC Student Holiday Auction	Nintendo Switch \$200
Area Learning Center	Patrick Moore	In-kind	ALC Student Holiday Auction	Art Set \$29.99
Area Learning Center	Mike & Bitsy Zwak	\$100.00	ALC Student Holiday Auction	Check #22971
Area Learning Center	Duluth Federation of Teachers	\$100.00	ALC Student Holiday Auction	Check #16280
Congdon	My Place Realty Big Life Team	In-kind		Scarf, hats, gloves, mittens and a mask
Denfeld	Julian Zebot	\$500.00	Denfeld and East Debate Team	Give to the Max Day donation
Denfeld	Mimi Stender, Duluth Aging Support	\$2,000.00	The money is to be used by the Key Club for "Minne-SNOW-ta Nice" and other Key Club expenses	Key Club will be partnering with Duluth Aging Support throughout the winter to assist with sidewalk/step/driveway clearing in the neighborhoods of Duluth.
Denfeld	Julian Zebot	\$500.00	Debate Team	GiveMN donation
Denfeld	West Duluth Business Club	\$100.00	Choir	
Denfeld	Alan Mackenzie	\$300.00	Choir	Donation on behalf of the Masons for a performance at their holiday party
Denfeld	North Shore Scenic Railroad	\$150.00	Choir	Donation on behalf of the NSSRR for a performance at The Christmas City Express
Districtwide	Caroline Marks	\$100.00		Give to the Max Day Donation
Districtwide	Cailyhn Schumacher	\$50.00		Give to the Max Day Donation

Districtwide	Carolyn Zanko	In Kind, the donation is knitted hats (4), Knitted mittens (54 pairs) and quilts (2) for our students who are knitted by Carolyn Zanko (lives in the Duluth Community) who would like the items to go to Denfeld, Laura MacArthur and Lincoln Park.	The donor would like these items to go to Denfeld, Laura MacArthur and Lincoln Park students	Please have someone contact Carolyn to let her know who her contact will be for next December 2025.
Districtwide	Stevie Viele and Austin Sersich	In-kind	Students with mobility needs	Stevie and Austin have donated a Kid Walk Gait Trainer that their child is no longer using. This gait trainer is used to support students who are not able to walk independently to work on independent functional mobility within the school setting.
Districtwide	Paul and Jenny Davis	In-kind	For students with mobility needs	Jenny and Paul have donated a Wike, which is an adapted bike trailer/jogging stroller. This will be used for students who typically use a wheelchair to be able to access field trips that involve traveling over uneven surfaces that their personal wheelchairs are not able to access.
Districtwide	SCS Interiors, Kayla Dietzman, Director of Administration	\$1,000.00	Used in Manufacturing Programs	
East	AVI - Boat Club Restaurant	\$1,000.00		Donation to the East Fall Play of Hadestown

Headstart	Jane Killough	\$50.00	Head Start Transportation	
Headstart	Jane Killough	\$50.00	Transportation, Gas cards	
Lester Park	Harbor Pointe Credit Union	\$500.00	For Sara Hill's Classroom Needs	"Harbor Pointe Credit Union presents the Outstanding Teacher of the Northland. During the 2024/2025 school year, six teachers will be featured on WDIO News. The teachers will each receive \$500 to be used for their classrooms. We ask the public to nominate a teacher that's been important to you, your child, or your community. The nominee must be a current teacher in grades preschool through 12th grade at a public or private school within the Northland area."
Lester Park	Lester Park PTA	\$1,881.00	1-year subscription for the Lu	
Lester Park	Geoffrey Witrak	\$1,135.00 in donated student and staff items		
Lincoln Park	Irving Community Association	\$1,000.00	Youth Trip to Duluth Folk School	Chrissy Valento Art Grant
Lowell	Lauren Glammar	\$125.00		GiveMN to the Max Day 2020-2024
Myers-Wilkins	Office Max/Depot - Justin Breiwick	\$3,872.10	Office Max/Depot	Office Max/Depot chooses a Title 1 school to collect donations for and they chose Myers-Wilkins back in April. They had originally spoke with the former principal, Rae, and the admin asst
Ordean-East	Lester Park Elementary School PTA	\$200.00	The Bark Store	
187Ordean-East	AMERICAN OUTLETS INC	\$25 American Express gift		Ordean East bought new locks for lockers from American Outlets and they had a deal that if you spent \$750

		card		or more, you received a free \$25 American Express gift card
Stowe	Patty Bennett	In-kind		Socks
Washington ECFE	United Methodist Church	In-kind		Over 1,000 diapers and handmade blankets for the ECFE teen and home visit program



RESOLUTION

Acceptance of Grant Awards to Duluth Public Schools

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

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

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

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

Organization	Authors or Contacts	School	Award Amount	Terms
Hospitality Minnesota Education Foundation	Adam Wisocki	Duluth East Culinary Arts CTE	\$8,367.60	The funds will be going to purchase ServeSafe exam tickets for students to get an industry recognized credential, ProStart 1 & 2 curriculum, Equipment and Supplies, and food budget.
Minnesota Sea Grant Center for Great Lakes Literacy	Kayla Christensen	Ordean East Middle School Environmental Science	\$550.00	Transportation and Payment for a field trip to Hartley.

RESOLUTION ESTABLISHING COMBINED POLLING PLACES
FOR MULTIPLE PRECINCTS AND
DESIGNATING HOURS DURING WHICH THE POLLING
PLACES WILL REMAIN OPEN FOR VOTING
FOR SCHOOL DISTRICT ELECTIONS NOT HELD
ON THE DAY OF A STATEWIDE ELECTION

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

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.

2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school district elections not held on the day of a statewide election. Each combined polling place must be a polling place that has been designated by a county or municipality. The following combined polling places are established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide election:

**Combined Polling Places (Townships
And the City of Rice Lake):** Lakewood Town Hall
3110 Strand Road
Duluth, MN 55803

"This combined polling place serves the townships of Gnesen, Lakewood, Normanna, North Star, Unorganized Precinct 2, Unorganized Precinct 23 and the City of Rice Lake, all territory in Independent School District No. 709 located in St. Louis County, Minnesota."

Combined Polling Places (District #1): Lakeview Covenant Church
(City of Duluth, Precinct #5)
1001 Jean Duluth Road
Duluth, MN 55804

"These combined polling places serve all territory in Independent School District No. 709 located in the City of Duluth (Precincts 1-5, 7) located in St. Louis County, Minnesota."

Combined Polling Place (District #2): Unitarian Universalist Congregation of Duluth
(City of Duluth, Precinct #12)
835 West College Street
Duluth, MN 55811

"This combined polling place serves all territory in Independent School District No. 709 located in the City of Duluth (Precincts 6, 8-14) located in St. Louis County, Minnesota."

Combined Polling Place (District #3): Holy Cross Lutheran Church
(City of Duluth, Precinct #22)
410 North Arlington Avenue
Duluth, MN 55811

"This combined polling place serves all territory in Independent School District No. 709 located in the City of Duluth (Precincts 15-19, 22-25) located in St. Louis County, Minnesota."

Combined Polling Place (District #4): Asbury United Methodist Church
(City of Duluth, Precinct #32)
6822 Grand Avenue
Duluth, MN 55807

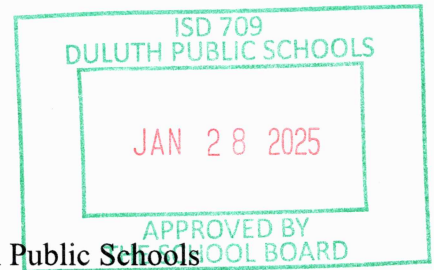
"This combined polling place serves all territory in Independent School District No. 709 located in the City of Duluth (Precincts 21, 26 - 34) located in St. Louis County, Minnesota."

Combined Polling Places (District At-Large): Use combined polling places for Districts 1-4.

3. Pursuant to Minnesota Statutes, Section 205A.09(2), the polling places will remain open for voting for school district elections not held on the same day as a statewide election between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.

4. The clerk is directed to file a certified copy of this resolution with the county auditors of each of the counties in which the school district is located, in whole or in part, within thirty (30) days after its adoption.

5. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to each affected household with at least one registered voter in the school district whose school district polling place location has been changed. The notice must be a nonforwardable notice mailed at least twenty-five (25) days before the date of the first election to which it will apply. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor, who shall change the registrant's status to "challenged" in the statewide registration system.

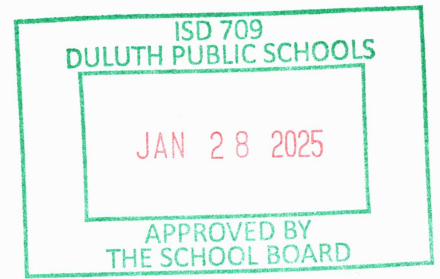


RESOLUTION

Designation of Identified Official with Authority (IOwA) for Duluth Public Schools

WHEREAS, The Minnesota Department of Education (MDE) requires that school districts annually designate an IOwA to comply with State Access Control Security Standard 1.0 which state that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will assign job duties and authorize external user’s access to MDE secure systems for their local education agency (LEA).

NOW, THEREFORE, BE IT RESOLVED, the Board authorizes John Magas, Superintendent, to act as the IOwA for Duluth Public Schools 0709-01.

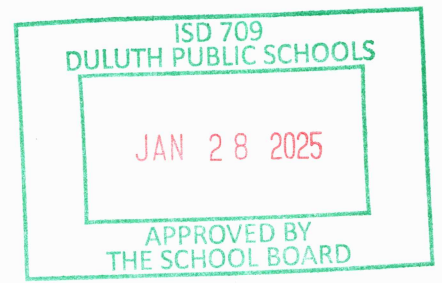


RESOLUTION
Combining the Duties of Clerk and Treasurer

WHEREAS, Minnesota Statutes 123B.14, Subd. 1, empowers the School Board to combine the duties of the offices of Clerk and Treasurer of the School Board in one person in the Business Services Office of the School District.

WHEREAS, the School District has decided to combine the duties of the Clerk and Treasurer in one person in the Business Services Office.

THEREFORE, BE IT RESOLVED THAT the Executive Director of Business Services and Finance of the School District is designated by the School Board of Independent School District No. 709 to perform the duties of Clerk and Treasurer of the District.



RESOLUTION

2025 Legislative Platform

RESOLVED, by the School Board of Independent School District No. 709, St. Louis County, Minnesota, that the attached 2025 Duluth School District Legislative Platform be adopted.

Resolution B-1-25-4087

January 28, 2025

Our Challenges

Duluth Public Schools (DPS) faces significant financial challenges approaching the 2025 Legislative Session, implementing \$7.6 million in budget cuts over two years. The district emphasizes the need for equitable supplemental education investments to address persistent shortfalls and new financial burdens.

DPS advocates for continued legislative support to:

1. Safeguard progress for all students, especially those from underserved communities
2. Alleviate budget cut effects
3. Maintain high-quality, culturally responsive education for all learners

By focusing on equity in funding, DPS aims to ensure every student, regardless of background, has access to necessary resources and support for academic and personal success.

DEMOGRAPHICS

All numbers from Student Information System as of 1/7/2025

Total Staff	2,318
Total Students	9,029
Free and reduced price lunch	4,002
American Indian	874
Asian	92
Hispanic	394
Black	453
Two or more races	995
White	7,461
Special Education	2,398
Early Childhood Special Ed	300



Duluth School Board

Kelly Durick Eder, *Chair*
Jill Lofald, *Vice Chair*
Sarah Mikesell, *Clerk*
Amber Sadowski, *Treasurer*
Henry Banks
Rosie Loeffler-Kemp
Stephanie Williams
John Magas, *Superintendent*



 709 Portia Johnson Drive
Duluth, MN 55811

 218-336-8700

 www.isd709.org

 info@isd709.org



Legislative Platform 2025

Every Student. Every Day.

Legislative Priorities



What does fully funding education look like?

The current funding our district receives is insufficient to equitably serve all our students, particularly in the face of rising costs and diverse student needs.

Fully funding education means ensuring every student, regardless of their background, has the resources and support to achieve at high levels and graduate on time.

By investing equitably in education and addressing the diverse daily experiences and needs of all students, we create a system where every learner, regardless of background or circumstances, can succeed. This success fosters positive growth for our state, city, and traditionally underserved communities, ultimately contributing to our collective prosperity.

Increased State Aid

DPS supports an increase in the basic general education formula by an **additional 3% for the 2025-2026 school year** to address staffing shortages, student and staff mental health supports, staff salary increases, and learning recovery efforts, ensuring all students have equitable access to resources

Permanent Funding Streams

We support **establishing permanent funding** for unemployment insurance, paid leave, universal free school meals, and Grow Your Own grant, promoting equitable opportunities for all students and staff. We request that the Legislature fully fund the cost of all of these programs.

Special Education Funding & Duluth Special Legislation

DPS supports **eliminating the Special Education cross-subsidy** and supports Duluth-specific legislation to **reimburse \$1 million for a state formula error** in FY16-FY19 which resulted in a \$5.8 million funding gap, ensuring fair funding for students with diverse learning needs

Technology Funding

DPS supports **increase state funding for technology equipment and support**, bridging the digital divide & protecting data for all students & staff.

Career and Technical Education Support

We advocate for **providing permanent investment in CTE**, supporting diverse career pathways and facilitating equitable workforce transitions for all students

The Duluth Promise

DPS, along with the University of Minnesota Duluth, The College of St. Scholastica, Lake Superior College, Duluth Chamber of Commerce, Area Partnership for Economic Expansion, the City of Duluth and the Duluth Workforce Development Board **support "The Duluth Promise," legislative effort to ensure a strong workforce for the Duluth area**, providing a coordinated and extensive approach to train and educate students to meet today's growing workforce needs and projected shortages in the Duluth area and region.

READ Act

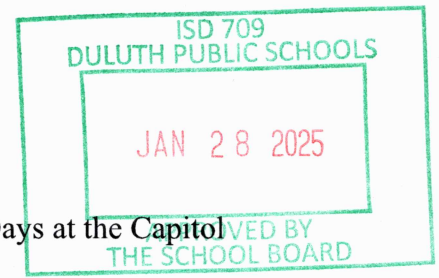
We support **increased funding to fully implement the READ Act**, addressing Minnesota's low reading scores and literacy disparities. This funding will provide resources for teacher training, literacy leads, coaching, and evidence-based curriculum aligned with the science of reading. By investing in literacy, we ensure a brighter future for our children and strengthen Minnesota's economic prospects.

Long-Term Facilities Maintenance Flexibility

DPS supports the Legislature **increasing long-term facilities maintenance revenue** and provide additional flexibility in its uses.

Solar for Schools

DPS supports adding additional funding to the Solar for Schools Grant and **increase the grant opportunity to 100% of total costs**.



RESOLUTION

School Board Member Attendance at Duluth and St. Louis County Days at the Capitol

RESOLVED, that Independent School District 709, St. Louis County, Minnesota, pay costs incurred, as per District policy, for school board members to attend the Duluth and St. Louis County Days at the Capitol event held in 2025.

PUBLIC TRANSIT PASS PROGRAM
MEMORANDUM OF UNDERSTANDING BY AND BETWEEN
DULUTH TRANSIT AUTHORITY AND DULUTH PUBLIC SCHOOLS (ISD 709)

This Agreement (“Agreement”) is made by and between the Duluth Transit Authority (hereinafter referred to as ‘DTA’) and Duluth Public Schools/ISD 709 (hereinafter referred to as ‘District’) and, individually a “party”, and collectively “parties”.

WHEREAS, pursuant to MN. Stat. 471.59, the DTA and the District wish to formalize terms and conditions of the provision of a Public Transit Pass Partnership to the District; and

WHEREAS, the DTA is the public transportation provider in the City of Duluth, providing a mass transit system that is open to the general public; and

WHEREAS, the District is interested in offering a District Transit Pass Program for High School and Area Learning Center (ALC) students, as well as all District faculty utilizing the public DTA system; and

WHEREAS, the District will reimburse the DTA at a rate of \$1.20 per-ride counted on fixed-route service and \$2.40 per-ride on STRIDE paratransit service, up to a maximum of \$75,000 for the remainder of the District’s 2024-25 fiscal year, and \$150,000 for the 2025-26 fiscal year;

WHEREAS, the agreement will be for the remainder of the District’s fiscal year for 2024/25 and again for the 2025/26 fiscal year, with subsequent one-year options with negotiations on the reimbursement rate and maximum cap;

NOW, THEREFORE, in consideration of the mutual promises without other valuable consideration exchanged herein, IT IS HEREBY AGREED AS FOLLOWS:

1. Definitions.
 - a. District Passengers. District Passengers shall include:
 - i. All currently enrolled District High School and ALC (Area Learning Center) students.
 - ii. All District employees.
 - b. Program.
 - i. The Program refers to the Pass partnership defined herein.
 - c. District fiscal Year
 - i. ISD 709 fiscal year is from July 1 to June 30th.
2. Scope of Services.
 - a. Commencing on February 3rd, 2025, all District Passengers may ride DTA regular route and paratransit buses at no cost to the District Passengers in accordance with the terms set forth herein.
 - b. District Passengers presenting a valid school-issued, student or employee identification badge at the time of boarding may ride DTA regular route buses and eligible riders on paratransit buses at no charge to the District Passenger.

- c. District Passengers shall comply with all DTA policies and procedures, including this Agreement.
 - d. The District will have no control over DTA's operations in connection with providing said services, and the District will have no control or supervision over the drivers of the buses used in said service by the DTA. Said drivers do not constitute agents or employees of the District and will be subject solely to the DTA's supervision and control.
 - e. The DTA shall not be required to deviate from regular route services or paratransit operations policies in providing this scope of service.
 - f. The DTA's routes will be open and available to all members of the general public.
3. District Roles and Responsibilities.
- a. The District shall annually provide to the DTA example images of all school-issued student and staff identification prior to the start of the Pilot Program.
 - b. The District shall distribute and make aware the terms and rules of the Program. As well as instilling and maintaining a culture of safety, courtesy, and adherence to all DTA policies while using public transit.
 - c. The District shall designate a point of contact for the administration of this Agreement.
4. DTA Roles and Responsibilities
- a. The DTA shall keep ridership records of all District Passengers and provide ridership data to the District. Ridership records will not contain any personal information, only numbers counted at the time of boarding the transit vehicle.
 - b. The DTA shall provide information to relevant school principals regarding District Passenger bus behavior concerns upon request. DTA shall not be required to prepare special reports or other data not previously collected to report on District Passenger bus behaviors.
 - c. The DTA shall designate a point of contact for the administration of this Agreement.
5. District and DTA and Responsibilities.
- a. It is understood that the administration, management, marketing and promotion of the bus service program are the mutual responsibility of the DTA and the District.
 - i. DTA shall work with the District to develop a plan and market the program.
 - ii. Any Party to this Agreement may promote the District transit pass program at their own expense.
 - b. All parties agree to meet to discuss the program and ridership as necessary.
 - c. All parties agree that any and all legal obligations, whether set forth under state or federal laws, requiring the District to provide transportation for pupils shall remain exclusively with the District. This Agreement is entered into solely for the convenience of the parties, and nothing herein shall be deemed to create any obligation or legal responsibility for the DTA or the City to transport District Passengers to school.
6. Exchange of Information and Confidential Treatment of Such Information.
- a. The parties will share information as necessary for the administration and performance of this Agreement, consistent with local, state and federal law relating to confidentiality and disclosure of public records, including but not limited to District student records created or maintained by educational institutions and records created by public transportation agencies. Consistent with the

foregoing, the parties shall cooperate and coordinate communication efforts in their mutual interest and promptly debrief all critical incidents. The District shall comply with the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, as it applies to all data provided by the DTA under this Agreement and as it applies to all data created, collected, received, stored, used, maintained or disseminated by the District under this Agreement.

7. Payments to the DTA.

- a. The District will reimburse the DTA at a rate of \$1.20 per-ride counted on fixed-route service and \$2.40 per-ride on STRIDE paratransit service, up to a maximum of \$75,000 for the remainder of the District's 2024-25 fiscal year, and \$150,000 for the 2025-26 fiscal year;
- b. After that, the DTA and District will negotiate modifications to the cost per-ride and the annual maximum fee.

8. Term and Termination.

- a. Term. The term of this Agreement shall begin February 3rd, 2025.
- b. Termination. Any party may terminate this Agreement without cause with at least a Seven (7) days' written notice to the other party.

9. Insurance.

- a. The DTA shall maintain professional liability insurance coverage for itself of not less than \$1,000,000 per incident and \$2,000,000 per aggregate during the term of this Agreement.
- b. The DTA acknowledges that it is by law not covered by or subject to the Workers' Compensation Disability Compensation Act coverage by the District.

10. During the term of this Agreement, the parties shall not discriminate against any person based on race, color, creed, religion, sex, national origin, age, ancestry, disability, sexual orientation, gender identity, gender non-conformity, gender expression, transgender status, pregnancy, or marital or parental status.

11. The provisions of this Agreement shall be interpreted, when possible, to sustain their legality and enforceability as a whole. In the event any provision of this Agreement shall be held invalid, illegal, or unenforceable by a court of competent jurisdiction, in whole or in part, neither the validity of the remaining part of such provision nor the validity of any other provision of the Agreement shall be in any way affected thereby.

12. No modification, addition, deletion, revision, alteration or other change to this Agreement shall be effective unless and until such is reduced to writing and executed by all parties.

13. Neither this Agreement nor any rights hereunder may be assigned or otherwise transferred by the parties without the prior written consent of all the parties.

14. Any Notice, demand, or request herein provided for shall be sufficiently given or made if hand delivered or mailed by registered mail, postage prepaid, and addressed:

District: Duluth Public Schools (ISD 709)
ATTN:

DTA: Duluth Transit Authority (DTA)
ATTN: Christopher Belden
2402 W Michigan St
Duluth, MN, 55806

Any notice mailed shall be conclusively deemed to have been given on the next business day following the day on which it was mailed. The parties hereto may at any time give notice in writing to the other parties of any change of address and thereafter all notices shall be mailed to the new address as notified.

15. The parties each represent and warrant that it has carefully reviewed and fully understands this Agreement, including any attachment. This Agreement shall be binding upon and shall inure to the benefit of the parties and upon their respective heirs, successors, executors, administrators, personal representatives, and permitted successors and assigns.

16. This Agreement constitutes the entire agreement between the parties.

17. Counterparts

This Agreement may be executed in two or more counterparts, each of which shall be deemed to be an original as against any party whose signature appears thereon, but all of which together shall constitute but one and the same instrument. Signatures to this Agreement transmitted facsimile, by electronic mail in "portable document format" ("pdf") or by any other electronic means which preserves the original graphic and pictorial appearance of the Agreement shall have the same effect as physical delivery of the paper document bearing the original signature.

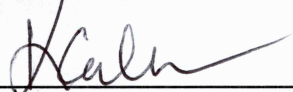
IN WITNESS WHEREOF, the parties have caused the Agreement to be executed by these duly authorized representatives.

Dated this _____ day of _____, 2025

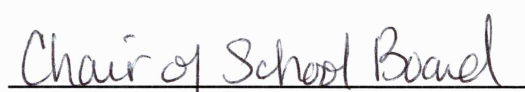
On behalf of DTA:

General Manager

On behalf of Duluth Public Schools (ISD 709):



Name/Title



Name/Title