

**Policy Committee Meeting**  
Duluth Public Schools, ISD 709  
Agenda  
Thursday, February 12, 2026  
District Services Center  
709 Portia Johnson Dr.  
Duluth, MN 55811  
4:30 PM

1. **AGENDA ITEMS**
2. **POLICIES FOR FIRST READING**
  - A. 542 Intra-District Transfers (renumbering and update to 5040 Transfers within the School District) 2
3. **POLICIES FOR SECOND READING**
  - A. 612.1 Development of Parental Involvement Policies for Title I Programs (replacing 1067 Parent/Community Involvement Policy) 4
4. **REGULATIONS & FORMS - Informational**
  - A. 542R Intra-District Transfers (renumbering and update to 5040R Student Transfers) 13
  - B. 542F Request for Student Intra-District Transfer Form (renumbering and update to 5040F) 15
5. **POLICIES TO CONSIDER FOR DELETION**
  - A. 6000 Series 18
6. **OTHER**

~~+5040-542 TRANSFERS WITHIN THE SCHOOL DISTRICT~~ **INTRA-DISTRICT TRANSFERS**

**I. PURPOSE**

To establish the process and criteria for students to request attendance at a school or program within the District other than their assigned attendance boundary school.

**II. DEFINITIONS**

An intra-district transfer is defined as when a Duluth Public Schools student who is enrolled at their attendance boundary school requests to attend a different school or program within the District other than the one assigned by address.

**III. GENERAL STATEMENT OF POLICY**

The intent of the **intra-district** transfer policy is to minimize disruption of the education process for the student by maintaining continuous attendance in a school setting with ~~his/her~~ **their** peers. The ~~School~~ District is committed to providing students with appropriate learning options that enable them to establish and maintain a successful educational plan.

Approval of **Intra-district** Transfer Requests

The Assistant Superintendent will allow or deny a transfer request after careful consideration of the application information. **Decisions will be** guided by School Board Policy, District regulations, teacher/student ratio, class size, **building capacity** ~~classroom space~~, **student attendance rate**, and building populations. **Administration may determine exceptions to these considerations based on special circumstances.** The Assistant Superintendent will make the final ruling on ~~a~~-**an intra-district** transfer request. ~~Transfers not approved by the Assistant Superintendent may be appealed to the transfer appeal board.~~

Each school year requires extensive advance planning relative to projected enrollments, curriculum offerings, and staffing for each building. Approval of **intra-district** transfers from one building to another **within the school district** will be limited to reasonable requests following designated timelines.

The transfer of a student from one school attendance area to another within the School District may be initiated by the student (18 years of age), by either a parent or guardian, **by a school team** ~~School's Supportive Services Team (SST)~~, ~~by the Special Education Child Study Team (CST)~~, or by the principal.

Continuation of Approved Education **Intra-district** Transfer

The student may complete all grades contained in the school to which ~~he/she~~ **they** have transferred. To continue attendance from an elementary to a middle school or from a middle school to a high school, completion of a new **intra-district** transfer request **must** ~~will need to~~ be submitted to the **Enrollment Center** ~~for Office of the Assistant Superintendent~~ **approval or denial** by the due date.

Timelines for **Intra-district** Transfer Requests

Student **intra-district** transfer approvals will be implemented either at the beginning of a school year or at the beginning of a school year's second semester. Administration may determine exceptions to these timelines **based on special circumstances.** **Intra-district** transfer requests for the upcoming school year must be submitted prior to **February 1st** ~~April 30<sup>th</sup>~~. Second semester **intra-district** transfer requests must be submitted by **December 1<sup>st</sup>**. The only exception to the standard deadlines is by March 15th for kindergarten enrollment

for the upcoming school year. ~~Administration may determine exceptions to these timelines.~~

Adopted: 09-08-1981 ISD 709  
Revised: 02-21-1995  
06-20-1995  
03-19-2005  
05-17-2005  
02-12-2008  
12-16-2014 ISD 709

5040—1 of 1

~~Duluth Public Schools ISD 709 | 215 N First Avenue East | Duluth, MN 55802 | (218) 336-8752~~

## **612.1 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS**

### **I. PURPOSE**

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

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

- A. The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the engagement of parents and families in its Title I programs.
- B. The policy of the school district is to fully comply with 20 United States Code section 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written parent and family engagement policies.

### **III. DEVELOPMENT OF DISTRICT LEVEL POLICY**

The school board directs the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written parent and family engagement policy that will be incorporated into the school district's Title I plan. This policy establishes the expectations for meaningful parent and family involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school district's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. Coordinate and integrate parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to, parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;

- E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level and family engagement policies; and
- F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

#### **IV. DEVELOPMENT OF SCHOOL LEVEL POLICY**

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of parent and family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. The policy will describe the means by which each school with a Title I program will:
  - 1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
  - 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
  - 3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
  - 4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible; and
  - 5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children

achieve the state's high standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
2. Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
  - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
  - b. Frequent progress reports to the parents; and
  - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
  - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.

C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:

1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
6. Provide such other reasonable support for parental involvement activities as requested by parents.

- D. The policy will also describe the process to be taken if the school district and school choose to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
  2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
  3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
  4. Train parents to enhance the involvement of other parents;
  5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation in school-related activities;
  6. Adopt and implement model approaches to improving parental involvement;
  7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
  8. Establish a district-wide federal program advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of parent and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents.
- F. The school district and each school shall inform parents and parent organizations of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

**Legal References:** 20 U.S.C. § 6318 (Parent and Family Engagement)

**Cross References:** None

**Resources:** U.S. Department of Education: Parent and Family Engagement Non-Regulatory Guidance (January 2025)

Replacing: 1067  
 First Reading: 01.13.2026  
 Second Reading: 02.12.2026  
 Adopted:

Adopted:  
612.1

MSBA/MASA Model Policy

Revised:

Orig. 1996  
Rev. 2025

## **612.1 DEVELOPMENT OF PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS**

**[Note: This policy reflects recent federal statutory changes made by the Every Student Succeeds Act (ESSA) which require school districts and schools to meet with parents and jointly develop parent and family engagement policies at both a district wide and school building level. This policy lists the required components of the parent and family engagement policies described herein and serves as a framework for their development. The policies and these components are mandatory in order for the school district to receive federal funds under this program.]**

### **I. PURPOSE**

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strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;

- D. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to, parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
- E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level and family engagement policies; and
- F. Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

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  - 3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
  - 4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children,

and to respond to any such suggestions as soon as practicably possible; and

5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
  2. Describe the ways each parent will be responsible for supporting his or her child's learning by volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
  3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
    - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
    - b. Frequent progress reports to the parents; and
    - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
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  2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
  3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;
  4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;

5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
  6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
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  4. Train parents to enhance the involvement of other parents;
  5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental involvement and participation in school-related activities;
  6. Adopt and implement model approaches to improving parental involvement;
  7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
  8. Establish a district-wide federal program parent advisory council to provide advice on all matters related to parental involvement in Title I programs.
- E. To carry out the requirements of parent and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents.
- F. The school district and each school shall inform parents and parent organizations of the existence of family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

**Legal References:** 20 U.S.C. § 6318 (Parent and Family Engagement)

**Cross References:** None

**Resources:** U.S. Department of Education: Parent and Family Engagement Non-Regulatory Guidance (January 2025)

## ~~1067 PARENT/COMMUNITY INVOLVEMENT POLICY~~

~~Independent School District #709 firmly believes that the future success of students in our schools depends on the commitment and effort put forth by our students, their parents, our staff and our community. We believe that parent and community involvement should play an integral part in the shared decision making process. Parents will be provided appropriate data through electronic means. School district and building staff will be expected to post information in support of Policy 1015 School Communications.~~

~~Therefore, it is the policy of Independent School District #709 to encourage and support parent/community activities that:~~

- ~~1. Develop equal partnerships that are committed to and focus on the best interests and educational achievements of our students.~~
- ~~2. Maintain open and effective communication between students, parents, teachers and the community including electronic forms of communication.~~
- ~~3. Stimulate and foster a diverse parental group that is involved in a wide variety of school and community activities.~~

~~Adopted: 06-20-1996 ISD 709~~

~~Revised: 0-6-21-2005 ISD 709~~

**5040R 542R STUDENT INTRA-DISTRICT TRANSFERS**

**Process and Procedure**

- 1. Initiation and Decision-Making on Intra-district Transfer Requests  
 Parents or guardians desiring to transfer their child from their home residential attendance area to another attendance area in the School District must complete a Request for Student Intra-district Transfer form and submit it to the Enrollment Center for Assistant Superintendent approval or denial.

In addition, parents or guardians desiring to transfer their child from their attendance area school to an alternative program must submit an application Request for Student Intra-district Transfer Form. These programs are Myers-Wilkins Spanish Immersion, Lowell Spanish Immersion, Lowell Ojibwe Immersion, and Lincoln Park Middle School Spanish Immersion.

- 2. Intra-district Transfer Guidelines and Consideration  
 The Assistant Superintendent will take into consideration teacher/student ratio, class size, and class space building capacity, student attendance rate, and building populations when making intra-district transfer decisions. For the purpose of transfer consideration, the following class size guideline will be used when determining transfer requests:

- Kindergarten: (24)
- Kindergarten Immersion (24)
- Grade 1 (26)
- Grade 1-2 (26)
- Grade 2 (26)
- Grade 2-3 (26)
- Grade 3 (28)
- Grade 3-4 (28)
- Grade 4 (28)
- Grade 4-5 (28)
- Grade 5 (28)

~~Middle and High School: Teacher/Student ratios, class size, and classroom space will also be considered when making transfer decisions for middle and high school students~~

- 3. Revoking Intra-district Transfer Based on Attendance  
 An approved intra-district transfer may be revoked based on an attendance rate that is less than 90% of enrolled days. Excused, unexcused, and partial day absences count towards the consistent attendance rate calculation.

To consider a revocation, a school must provide documented evidence of following established notification and truancy process and procedures.

Upon revoking an approved intra-district transfer, the school must give in writing a 5 business day notice of revocation with a stated start date in the attendance area school.

- ~~3. Transfer Appeal Board  
 The Assistant Superintendent will convene the Transfer Appeal Board upon the request of the applicant for applications submitted by the due dates stated in the Timelines for Transfer Request. Requests submitted after the due date will not be considered until the following semester. The Transfer Appeal Board will be made up of one school board member, a district administrator other than the Assistant Superintendent, and two community members,~~

~~keeping in mind the need to maintain a balance of representation across the district. Unique circumstances may require exceptions to these timelines.~~

~~The priority of teacher/student ratio, class size and classroom space are of utmost importance and the Transfer Appeal Board will work to uphold these standards. The principal will be consulted by the Transfer Appeal Board to best understand the details of these circumstances before an approval. Criteria that may be considered include previous attended school, staff request, sibling attendance and student eligible for federal lunch subsidy.~~

4. Moving to a New Attendance Area

~~Parents and guardians who move from one attendance area to another within the School District are requested to notify the principals involved two (2) weeks prior to the actual move. The former school is responsible for forwarding all appropriate records.~~

When a student **who has been approved for an intra-district transfer** begins an educational program in a school and his/her parent(s) or guardian(s) moves to another attendance area, the student may continue to attend the approved assigned school in which he/she **they** began **until the end of 5th grade or 8th grade.**

It is the responsibility of the parent **or guardian** to **continue to** transport the student to and from the requested school **or to and from the established bus stop serving the requested school** **until the intra-district transfer has expired at the end of 5th or 8th grades.**

5. Eligibility for Co-curricular Activities Competition

Athletic ability and the preference to participate on another school's athletic team will not be considered as a valid reason for requesting a transfer of schools. To be eligible to represent a school as a member of an athletic or academic team, a student must reside with his/her parent(s) or legal guardian(s) within the boundaries of the attendance area of that school or be attending that school with a valid transfer. All participation must be consistent with **Minnesota State High School League (MSHSL)** rules.

The Term "Homeless Children and Youth"

Means individuals who lack a fixed, regular, and adequate nighttime residence; and includes – children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency shelters; are abandoned in hospitals; or are awaiting foster care placement.

Adopted: 09-08-1981 ISD 709  
Revised: 02-21-1995  
06-20-1995  
03-19-2002  
11-19-2002  
05-18-2004  
04-19-2005  
01-15-2008  
03-17-2009  
04-23-2009  
05-19-2009  
07-21-2010  
07-09-2013  
11-18-2014 ISD 709

# REQUEST for STUDENT INTRA-DISTRICT TRANSFER FORM

## Duluth Public Schools

218-336-8739

Intra-district transfers are when a student lives inside the boundaries of Duluth Public Schools, but would like to attend a different school than the one assigned by address. These requests are approved or denied based on many factors, including, but not limited to, class size, building capacity, student needs, current attendance rate, and student to teacher ratio.

- An approval or denial should be expected within 15 calendar days of form submission.
- Approved requests will be implemented either at the start of the school year or at the beginning of second semester.
- Intra-district transfer requests for the following school year must be submitted prior to **February 1st**.
- Intra-district transfer requests for the upcoming school year for kindergarten must be submitted by **March 15th**.
- Second semester transfer requests must be submitted by **December 1st**.

\_\_\_\_\_  
Student's Full Name (please print)

\_\_\_\_\_  
Student's Current Grade

\_\_\_\_\_  
Duluth, MN 55\_\_\_\_\_

\_\_\_\_\_  
Street Address

I request my child transfer from \_\_\_\_\_ to \_\_\_\_\_  
Assigned School / Program Requested School / Program

### Check priority reason for request:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Sibling(s) currently attend the requested school       | <input type="checkbox"/> Student's childcare is in requested school's attendance area       |   |
| <input type="checkbox"/> New to district enrollment                             | <input type="checkbox"/> Parent workplace location is in requested school's attendance area |   |
| <input type="checkbox"/> Student is child of a staff member at requested school | <input type="checkbox"/> Spanish Immersion  | <input type="checkbox"/> Ojibwe Immersion |
| <input type="checkbox"/> Due to KEY Zone capacity                               | <input type="checkbox"/> Other _____  |   |

**NOTE:** Minnesota State High School League ([www.mshsl.org](http://www.mshsl.org)) rules regulate eligibility of students in grades seven through twelve who transfer to a school other than the one in whose attendance area they reside. If your child participates in, or plans to participate in, high school athletics/activities and you feel an eligibility issue may affect your child, please contact the school athletic director for specific information before submitting this request.

### READ BEFORE SIGNING: If this intra-district transfer is approved, I understand:

- It is my responsibility to transport the student to and from the requested school.
- The rules of the Minnesota State High School League regarding transfers between secondary schools may affect my child's eligibility for athletics and activities.
- An approved intra-district transfer expires at the end of 5th grade and the end of 8th grade. To continue attendance at a school that is not assigned by address from an elementary to a middle school or a middle school to a high school, a new intra-district transfer request must be submitted by designated timelines.
- Consistent attendance, as defined by attending 90% or more of enrolled days, must be maintained while attending requested school/program or the approved intra-district transfer may be revoked. Excused, unexcused, and partial day absences count towards the consistent attendance rate.

**Submit form to:** Enrollment Center, Duluth Public Schools 709 Portia Johnson Drive Duluth, MN 55811

\_\_\_\_\_  
Parent / Guardian Name (please print)

\_\_\_\_\_  
Cell Phone

\_\_\_\_\_  
Work Phone

15

\_\_\_\_\_  
Parent / Guardian Signature

\_\_\_\_\_  
Date

# OFFICE USE ONLY

## CONSIDERATION CHECKLIST

Is this a new to district enrollment?

YES

NO

Note any special circumstances with this new enrollment? \_\_\_\_\_

Does the student have an IEP?

YES

NO

If yes, date of special education notification? DATE: \_\_\_\_\_

Is the student identified as FIT?

YES

NO

If yes, date of FIT Coordinator notification? DATE: \_\_\_\_\_

Prior Spanish or Ojibwe Immersion enrollment?

YES

NO

Not Applicable

If yes, which grade levels and location? \_\_\_\_\_

Current Infinite Campus Chronic Absenteeism rate? \_\_\_\_\_ (Date Data Accessed: \_\_\_\_\_)

Chronic Absenteeism rate accessed in Infinite Campus; target percentage of < 10%

If bullying/harassment noted as request reason, has principal been consulted?  YES (Date: \_\_\_\_\_)  NO

Note from Principal \_\_\_\_\_

Application Notes - (If applicable, such as Immersion, IEP, FIT, or other considerations):

### APPROVED

Assigned School: \_\_\_\_\_ Assigned Grade Level: \_\_\_\_\_

Assigned Program at School (if applicable): \_\_\_\_\_

Effective: School Year \_\_\_\_\_ Semester: **One** **Two**

### DENIED *Reason for Denial:*

Building Capacity \_\_\_\_\_

Grade Level Class Size \_\_\_\_\_

Program Capacity \_\_\_\_\_

Chronic Absenteeism Rate \_\_\_\_\_

(Chronic Absenteeism Rate; target <10% as calculated in Infinite Campus)

Other \_\_\_\_\_

### *If denied: IF APPLICABLE, ALTERNATIVE PLACEMENT RECOMMENDATION*

First Recommended Alternative School: \_\_\_\_\_ Assigned Grade Level: \_\_\_\_\_

Second Recommended Alternative School: \_\_\_\_\_ Assigned Grade Level: \_\_\_\_\_

Notes for Recommendation(s): \_\_\_\_\_

## REQUEST FOR STUDENT TRANSFER

Duluth Public Schools  
(218) 336-8739

The Duluth Public School District is committed to high quality academic and development opportunities for all students within each of its elementary, middle school, and high school settings. Serving the unique student centered needs of each student is a primary value and evident in the "Duluth Public Schools experience." The district acknowledges that unique circumstances may exist giving consideration for a request to transfer to a site outside the family's attendance area. The parent/guardian may initiate the transfer request process by completing this transfer request form. The Assistant Superintendent, guided by School Board Policy 5040 and Regulation 5040R, with regard for teacher/student ratio, class size, classroom space and building populations, will allow or deny a transfer request after careful consideration of the application information.

**Approved student transfer requests will be implemented either at the beginning of the school year or at the beginning of a school year's second semester.** Transfer requests for the following school year must be submitted prior to **April 30th**. Second semester transfer requests must be submitted by **December 1st**.

Transfers not approved by the Assistant Superintendent may be appealed to the Transfer Appeal Board. The Assistant Superintendent will convene the Transfer Appeal Board upon the request of the applicant for applications submitted by the due dates stated in the timelines for transfer request. Requests submitted after the due date will not be considered until the following semester.

\_\_\_\_\_  
*Student's Full Name (please print):* \_\_\_\_\_ *Current Grade* \_\_\_\_\_  
\_\_\_\_\_  
*Street Address* \_\_\_\_\_ Duluth, MN 55\_\_\_\_\_

I request my child transfer from: \_\_\_\_\_ to \_\_\_\_\_  
*Assigned School* *Requested School*

School year transfer request to become effective: \_\_\_\_\_ Semester:  One  Two

The Reason for this request is based on the following unique and compelling need: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**NOTE:** Minnesota State High School League ([www.mshsl.org](http://www.mshsl.org)) rules regulate eligibility of students in grades seven through twelve who transfer to a school other than the one in whose attendance area they reside. If your child participates in, or plans to participate in, high school athletics/activities and you feel an eligibility issue may affect your child, please contact the school athletic director for specific information before submitting this request.

\_\_\_\_\_  
*Parent/Guardian Name (please print):* \_\_\_\_\_ *Home Phone* \_\_\_\_\_ *Work/Cell Phone* \_\_\_\_\_

**READ BEFORE SIGNING:** I understand that if this request is approved, it is my responsibility to transport the student to and from the requested school or to and from an established bus stop serving the requested school. I also understand that if this request is approved, the rules of the Minnesota State High School League regarding transfers between secondary schools may affect my child's eligibility for sports and activities.

\_\_\_\_\_  
*Parent/Guardian Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

**Please return to:** Office of the Assistant Superintendent, Duluth Public Schools, 709 Portia Johnson Drive, Duluth, MN 55811

### For District Use Only

Date Application Received: \_\_\_\_\_

Approved  Not Approved

\_\_\_\_\_  
*Assistant Superintendent of Schools Signature* \_\_\_\_\_ *Date* \_\_\_\_\_

Student will be assigned to \_\_\_\_\_ on \_\_\_\_\_ at \_\_\_\_\_  
*School* *Starting Date* *Grade Level*

## **6025 VOLUNTEERS IN SCHOOL**

The School Board, recognizing that educational excellence can only be achieved by using all the resources available in our community, supports the use of volunteers in the classroom and in other locations within school buildings as a method by which teachers and students may receive additional assistance. The purpose of the volunteer program is:

1. To provide positive adult relationships to students.
2. To provide individualized attention for students.
3. To provide enrichment for students.
4. To provide an added dimension of self-esteem and self-confidence for students.
5. To assist in providing supervision for special student activities.
6. To provide an opportunity for parents to become more familiar with school activities and/or operations.

The School District will provide an inservice for volunteers as an assurance that the presence of volunteers will not result in a higher student ratio and that confidentiality of students will be maintained.

The use of volunteers is at the discretion of each building's professional staff.

The professional staff within a school that has accepted the use of volunteers will assume the responsibility for the effectiveness of the volunteer(s).

Ways in which a volunteer may be used in a school include, but are not limited to: instructional assistance, assisting with materials and equipment, non-instructional assistance, creativeness in areas of personal interest or talent, and participation in a school's structured program offerings.

Adopted: 05-13-1986 ISD 709  
Revised: 06-20-1995  
08-17-2004 ISD 709

## **6045 SCHOOL LIBRARIES**

The Superintendent shall maintain and promote a school library program, embracing teaching, reading guidance, and advisory services for pupils and teachers by providing adequate personnel, facilities, materials, and equipment.

Reference: MCAR 6

Adopted: 06-09-1970 ISD 709

Revised: 10-09-1979

01-08-1980

06-20-1995 ISD 709

## **6055 ELEMENTARY SCHOOL DAY**

Elementary schools will be open at least one-half hour prior to the start of the school day when the weather is inclement and the students shall be admitted. The principal is responsible for adequate supervision. At elementary schools, which have school safety crossings, students will be brought across the intersections beginning twenty minutes prior to the start of the school day. At the close of the school day, elementary students who ride the bus are not to be retained beyond the regular dismissal time and elementary students are not to be retained beyond the time they receive the protection of school police at street crossings unless parents are notified and agree and other arrangements are made for transportation.

Adopted: 06-09-1970 ISD 709

Revised: 06-20-1995

08-17-2004 ISD 709

## **6060 RELIGIOUS EDUCATION CLASSES**

Pupils, upon the request of their parents, shall be excused to attend weekday religious education classes "not exceeding in the aggregate three hours in any week." The general arrangements of such programs shall be mutually agreed upon by the religious organizations and the school principal.

Parents requesting the attendance of their children during the public school day at religious instruction centers must file proper application with the school principal.

The organization sponsoring religious instruction shall assume full responsibility for those students released. The responsibility extends from the time the student leaves the public school building until he returns. Communication as to class time, attendance, exclusions from religious classes, or the completion of the course of instruction shall be shared with the principal.

Reference: MS 120A.22, Subd 12

Adopted: 06-09-1970 ISD 709

Revised: 06-20-1995

08-17-2004 ISD 709

## **6065 EMERGENCY EVACUATION OF SCHOOLS**

1. Fire Drills--Each principal or program leader shall conduct regular disaster and fire evacuation drills (at least nine per school year), and direct a program that will promote the evacuation of the building as rapidly and safely as possible. A false alarm evacuation is considered a serious offense, and the responsible person will be disciplined to the extent allowed by the School District's Discipline Policy. Non-students who initiate a false alarm will be turned over to the Duluth Police Department.
2. Bomb Threats--Each principal or his/her designated representative is to investigate all threats of bodily harm and/or possible building damage immediately on notification of such threat. If time permits, the principal or his/her designee shall contact the Police and Fire Departments for input on a responsive plan to the threat. If time is lacking, the principal or his/her designee must implement immediately an emergency evacuation of the building. During the evacuation process the Police and Fire Departments shall be contacted. Before students and staff reenter the building, a search of the building by designated police, fire, custodial, and instructional personnel will take place.

Note: Persons receiving threats via the telephone should record the message verbatim, making note of voice characteristics, and listen for any unusual background noises.

Adopted: 06-09-1970 ISD 709

Revised: 06-20-1995 ISD 709

## **6070 UNITED STATES FLAG DISPLAY**

The United States of America flag shall be raised every school day in fair weather upon the flag staff in the yard of the school, on all legal holidays and flag days, and on such other days as the School Board may direct. Every classroom, including the principal's office, shall properly display the United States of America flag.

Reference: MS 121A.11

Adopted: 06-09-1970 ISD 709

Revised: 06-20-1995

08-17-2004 ISD 709

## **6090 STAFF DEVELOPMENT**

Recognizing that excellence in education is dependent upon a quality staff, the School Board supports an ongoing program of staff development. The School District is committed to developing policies and processes for continuous improvement of curriculum, instruction and assessment. Staff development is an organized program which enables participants to grow personally and professionally. This program should be: 1) continuing; 2) flexible; 3) needs-responsive; and 4) designed by a multi-role group; 5) researched based; 6) and designed to improve student achievement. The ultimate goal of staff development is positive student growth.

Adopted: 06-05-1984 ISD 709

Revised: 06-20-1995

07-21-1998

08-17-2004 ISD 709

## **6100 HIGH SCHOOL SCHOOL DAY**

All regular high schools shall maintain a schedule that results in at least 1,020 hours of instruction for the school year.

Adopted: 07-20-1983 ISD 709

Revised: 08-11-1987

08-08-1989

01-15-1991

06-20-1995

08-19-2003

10-19-2004 ISD 709

## **6105 SCHEDULING OF SECONDARY CLASSES**

When preparing the school's master schedule of classes, each principal shall strive for an equitable distribution of course sections across all periods; and in none of the periods shall there be fewer than ten percent (10%) of the total course sections available in the school. Appropriate scheduling of credits should be accomplished by students, parents, and counselors working together. Students who do not graduate with their class and return to school will be allowed to maintain a modified or shortened school schedule.

In order to assure that each student has involved his/her parent(s) or guardian(s) in the decision-making as to courses in which the student shall enroll, the student's schedule must bear the parent or guardian's signature, indicating concurrence with the schedule of courses which has been selected. Any subsequent schedule changes in a student's schedule must also bear the parent or guardian's signature.

In bringing about the balanced curriculum, counselors play a critical role as they guide students to give strong consideration to a diversified, non-stereotypic selection of courses. During their high school years, students should be encouraged to continue exploration of the various disciplines and fields of study contained within their particular school environment. As counselors aid students to make curriculum choices, they should do so after evaluating the student's post secondary plans, interests, and to ensure that the choices made by the student and family will result in a total program which will be challenging and of the greatest possible value to each individual student.

Adopted: 07-20-1983 ISD 709

Revised: 08-11-1987

08-08-1989

01-15-1991

06-20-1995

08-19-2003

10-19-2004 ISD 709

## **6115 RECOGNITION OF RELIGIOUS, CULTURAL AND ETHNIC CUSTOMS**

The School Board recognizes that the First Amendment to the United States Constitution provides for the separation of church and state. Within limits defined by the United States Supreme Court, government is neither to advance nor inhibit religion(s).

Public School K-12 music education will reflect the diverse secular, religious, cultural, and ethnic traditions of American society. Therefore, to assist educators in deciding the appropriateness of studying, creating, and performing music from a wide variety of these traditions, regulation 6115R is provided.

Adopted: 06-09-1970 ISD 709  
Revised: 01-18-1994  
06-20-1995 ISD 709

## **6115R RECOGNITION OF RELIGIOUS, CULTURAL AND ETHNIC CUSTOMS**

1. Any work of art studied or performed is to be selected for its content and inherent beauty of structure and form, as well as for its style and historical significance. Art, drama, and religious symbols may be used as a teaching aid or resource provided such symbols are used as an example of the religious, cultural, or ethnic traditions being presented not be used to promote any particular doctrine or religion.
2. Criteria for repertoire selection may include within its broad scope music with a sacred text; however, the text of sacred music should not be emphasized through the use of pageantry, scripture reading, or any act that could be construed to be devotional in nature.
3. A balanced offering of music literature from the various secular, religious, cultural, and ethnic traditions will be studied and/or performed in a course or at a concert so that the study and/or performance will not be construed as a religious service or religious indoctrination.
4. Public school music groups may not participate in community churches or temples for religious activities such as religious choral pageant or funerals of students or staff, unless approved in advance by the principal. When such participation takes place, involvement of students and staff is completely voluntary.

Approved: 06-09-70 ISD 709

Revised: 01-18-94

06-20-95

10-19-04 ISD 709

## 6135 TEACHING CONTROVERSIAL ISSUES

The freedoms to teach, to learn, and to express ideas without fear of censorship are fundamental rights held by public school teachers and students, as well as all other citizens. These freedoms, expressed and guaranteed in the First Amendment to the United States Constitution, must be preserved in the teaching/learning process in a society of diverse beliefs and viewpoints and shared freedoms. Public schools must promote an atmosphere of free inquiry and a view of subject matter reflecting a broad range of ideas so that students are prepared for responsible citizenship. However, criticism of educational resources and teaching methods and the advocacy of additional educational resources are also essential First Amendment rights of students, faculty, parents, and other members of the community. Parents may request an alternate assignment should they have serious objections to the controversial topic/assignment.

School District personnel shall:

1. Select curriculum, teaching methods, resources, and materials appropriate to the educational objectives and the maturity and skill levels of the students based on their professional competence as educators and according to established school board policies and procedures. However, school personnel shall not be allowed to indoctrinate students with their own personal views.
2. Provide students with access to a broad range of ideas and viewpoints.
3. Encourage students to become decision makers, to exercise freedom of thought, and to make independent judgments through the examination and evaluation of relevant information, evidence, facts, and differing viewpoints.
4. Support students' rights to present their ideas, even if some people might find the ideas objectionable.
5. Discuss issues, including those viewed by some as controversial, since such discussion is essential to students' development of critical thinking and other skills which prepare them for full participation as citizens in a democratic society.

The School District is committed to parental and community involvement in the decision-making process for the schools. It is the responsibility of the School Board to provide opportunities for a variety of opinions to be expressed, but it is their further responsibility to protect the educational process from individuals or groups outside the public schools who wish to:

1. Use the public schools to indoctrinate students with particular viewpoints or beliefs.
2. Determine which viewpoints will be presented or avoided in public schools.
3. Require the disciplining of professional staff for including issues or resources considered controversial in their classes if the reasons for including them are educationally sound.

Adopted: 11-12-1985 ISD 709

Revised: 06-20-1995

10-19-2004 ISD 709



## **6135R CONTROVERSIAL ISSUES REGULATIONS**

In an attempt to assist teachers as they address controversial issues with their students, a list of "things to do" and "things not to do" are provided.

Teachers are encouraged to:

1. Deal with controversial issues impartially and as objectively as possible.
2. Handle all such topics in a manner suited to range of knowledge, maturity, and competence of their students.
3. Deal only with issues that are real problems both to the pupils and teachers; they should be current and significant.
4. Screen all teaching materials dealing with all possible aspects of the topic and have them readily available.
5. Bring out all the facts known concerning the issue.
6. Provide the students with the tools of learning which they will need as they face these issues as responsible citizens.
7. Assist students to collect information, document facts, evaluate and organize data and draw tentative conclusions.
8. Assist students to identify propaganda vs. fact, undemocratic theory and practice vs. democratic procedure.
9. Identify for students the skills of discussion, persuasion, negotiation, and arbitration.
10. Make use of the scientific method, the method of inquiry, and group interaction.

Teachers are encouraged not to:

1. Inject their own biases.
2. Manufacture an issue; take up only those that are current and real.
3. Expect a class to reach agreement.
4. Try and handle a "hot" issue with which they are not informed and feel inadequate to handle.
5. Give undue emphasis to a subject nor prolong it beyond its proper study.
6. Use or manipulate students in any way to process grievances involving the teachers' organizations. The principal must keep himself informed of teaching situations, units, or projects relating to controversial issues which involve the instructional staff and students and take immediate action to control those situations not in keeping with School Board policies and regulations.

Approved: 06-09-1970 ISD 709

Revised: 06-20-1995 ISD 709

## 6140.10 CO-CURRICULAR ACTIVITIES PARTICIPATION FEES

Participation fees are charged to students who participate in the following co-/extra-curricular activities. Activities have been placed within categories depending upon the amount of money paid for coaching/advisor stipends, the number of games or contests held during a season, transportation costs associated with the activity, lease and rental costs, and the amount of money paid to officials and judges. The fee structure to be implemented as of August 1, 2013 is as follows:

Category One	Category Two	Category Three	Category Four
\$500	\$235	\$185	\$60
Hockey	Baseball	Cheerleading (Per Year)	Drama
	Basketball	Cross Country Running	Knowledge Bowl
	Debate	Danceline (Per Year)	Math Team
	Football	Golf	
	LaCrosse	Skiing-Alpine	
	Soccer	Skiing-Nordic	
	Softball	Tennis	
	Speech	Track	
	Swimming		
	Volleyball		

The participation fee is reduced for students who qualify for reduced lunch to \$50.00 for all activities. The participation fee is \$25.00 for students who qualify for free lunch. The family maximum fee will be \$1,000.

All participation fees must be paid prior to the first scheduled event.

### Participation Fee Refunds

Students who choose to participate in athletics must realize there are no guarantees regarding playing time or injuries. No participation fees will be refunded after the day prior to the first scheduled event.

Adopted: 06-18-1996 ISD 709

Revised: 09-19-2000

01-15-2002

11-21-2006

08-19-2008

06-16-2009

08-16-2011

05-21-2013

06-16-2015

10-20-2015 ISD 709

## **6141 NON-PUBLIC SCHOOL PARTICIPATION IN ACTIVITIES**

The Minnesota State High School League does not allow for participation of non-public school students on teams at public high schools unless both schools are league members and a cooperative program has been approved. Participation on Duluth Public School District teams shall be limited to Duluth Public School District students.

Adopted: 03-15-94 ISD 709

Revised: 06-20-95 ISD 709

## **6150 INTERSCHOLASTIC ACTIVITIES**

### **1. Controls**

The School Board considers interscholastic activities an integral part of the total school program and shall endeavor to maintain competitive activities which promote a high standard of educational values. Interscholastic programs for the senior high schools shall be subject to the rules and regulations of the Minnesota State High School League and Independent School District 709 rules. All coaches designated as head coaches, with responsibility of interscholastic athletic programs, shall hold appropriate licensure.

### **2. Athletics**

It is the purpose of interscholastic athletics to provide the benefits of competitive experience to as many students as possible. On the elementary level, competition is encouraged. On the middle school level, a strong intramural program and a limited amount of interscholastic competition are encouraged. In the high school level, an interscholastic program is endorsed, but a strong intramural program is also encouraged. Students must have a physical examination before participation in middle or senior high school interscholastic athletics.

### **3. Fine Arts**

Student participation in the following fine arts activities shall be encouraged: drama, speech, debate, vocal music, instrumental music.

### **4. Reinstatement of Discontinued Programs**

The School Board may, from time to time, deem it necessary to take official action to discontinue one or more of the interscholastic co-curricular programs for an indefinite period of time due to financial restrictions or for other reasons, such as reducing enrollment at a particular building. The School Board, in taking such action, does not rule out community/organization financial support for reinstatement of such co-curricular programs. In order to maintain equity in program offerings throughout the School District, all schools must have an opportunity to conduct any program that is reinstated through external financial support.

Funding for reinstatement of any program must provide total support and all monies shall be paid to the School District prior to expenses being incurred.

Activity fees shall be established by the School Board for any reinstated programs and such fees, collected from participants, shall be used exclusively to reduce overall cost of providing a specific reinstated program. Participation fees to reinstated activities will not exceed the activity fees established for participation in School District sponsored programs. All reinstated programs shall be organized, managed, and administered by School District personnel.

References: MSHSL Handbook

Adopted: 06-09-1970 ISD 709

Revised: 08-10-1982

06-20-1995  
10-19-2004 ISD 709

## **6151 ADDITION OF AN ATHLETIC PROGRAM**

1. An applicant proposing the addition of a new athletic program shall submit a formal written request to the Assistant Superintendent. This request should include:
  - a) Defined level(s) of activities;
  - b) Detailed financial report defining the start-up costs including equipment, rental and leasing, uniforms, facilities, etc.;
  - c) Detailed financial report defining the costs of operating the program annually including transportation, rental and leasing, officials, coaching salaries, maintenance, entry fees, etc.;
  - d) Feeder program numbers (local and state);
  - e) Community support for the program;
  - f) Coaching availability; and,
  - g) Regional and local competition (schedule).
2. Written requests will be reviewed by a committee consisting of the Assistant Superintendent, the CFO/Executive Director of Business Services, the Activities Directors, and the School Board member assigned to assess co-curricular programs. This committee will consider Title IX implications, the impact the proposed athletic program will have on existing athletic programs, DFT concerns, estimated expenses, individual school concerns, and other items covered or not covered in the formal request.
3. The Committee's recommendation including, but not limited to, the new program's anticipated expenses, a recommended time frame for implementation, minimum number of participants necessary for implementation, and level of play offered, will be forwarded to the Education Committee for a recommendation to the School Board. The School Board shall make the final determination to approve, deny, or table the request. The Superintendent or his/her designee shall respond to the applicant with a summary of the School Board's decision.

Adopted: 11-16-1994 ISD 709

Revised: 02-21-1995

06-20-1995

04-22-2014 ISD 709

## **6155 CLASS SIZE AND STAFF ALLOCATIONS**

The School Board is committed to providing each school with the best possible student-teacher ratio and adequate support staff. Recognizing that staff allocations to schools and, ultimately, class size are a function and result of the School District's income, the School Board will authorize staff allocations annually, and each school will receive its allocation when the new year's enrollment has been determined.

Adopted: 01-08-1980 ISD 709

Revised: 07-13-1982

05-14-1985

03-11-1986

06-20-1995 ISD 709

## **6160 FIELD TRIPS**

### **I. PURPOSE**

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

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

It is the general expectation of the School Board that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. On all school-sponsored trips, provisions will be made for appropriate special education accommodations/modifications for special education students. On all overnight school-sponsored trips, background checks will be required for all chaperones at their own expense. Student trips will be categorized within three general areas:

a. **Instructional Trips**

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal, and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips.

b. **Supplementary Trips**

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day, but do not include overnight stays. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested.

c. **Extended Trips Within Minnesota, the Continental United States, or a Foreign Country**

Trips that involve one or more overnight stops within Minnesota, the Continental United States, or a foreign country fall into this category. Extended trips may be instructional or supplementary, and must be requested well in advance of the planned activity. Extended trips within the school year should whenever possible coincide with school vacation periods. An Extended Trip Request form must be completed and approved by the principal, superintendent, and School Board. Exceptions to the approval may be granted or expedited to accommodate emergencies or contingencies (e.g. tournament competition).

d. **Trips to a Foreign Country Other than Canada**

As per Resolutions E-5-09-2628 (May 19, 2009) and E-11-10-2826 Independent

School District 709 does not sponsor or accept any liability for foreign trips other than Canada. As noted in resolution E-5-09-2628, all staff who accompany students on any foreign trips other than Canada are expected to obtain a signed liability release and waiver form (attached) from the student's parents/guardians prior to the trip.

The School Board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students. All fundraising activities for extended trip opportunities must be approved by the School Board under Fund Raisers in the Financial Report section of the Business Committee Report.

Adopted: 06-09-1970 ISD 709  
Revised: 12-17-1974  
02-10-1976  
06-20-1995  
12-17-2002  
10-19-2004  
02-27-2007  
06-16-2009  
12-21-2010 ISD 709

## **6160R FIELD TRIPS**

The School Board acknowledges the educational value gained through field trips and travel experiences. The School Board also realizes that exceptional care of students is necessary to make such trips as valuable and safe as possible. Therefore, the following regulations apply:

- a. Rules of conduct and student discipline shall apply to all student trip activity. Specifically, for students, there will be no use of alcohol, tobacco, or other controlled substances at any time, local culture notwithstanding.
- b. The trip chaperones/travel advisors shall be responsible for providing the building administrator a more detailed set of procedures including parental involvement, supervision and other such factors deemed important and in the best interest of the students.
- c. Transportation shall be furnished through a commercial carrier or school-owned vehicle. In the event a private vehicle is approved for use, a certificate of insurance must be on file in the school district office.
- d. For all chaperones, local cultures notwithstanding, there will be no use of alcohol or other controlled substances. Chaperones will provide twenty-four hour seven-day supervision of students. Such schedule will be provided to parents along with a phone number by which parents can contact the group at any time during the trip.
- e. For students, all High School League regulations related to alcohol, tobacco, and other controlled substances apply.
- f. When school sponsored overseas travel is arranged through private organizations students will be required to purchase insurance through the private organization.

### **Violations**

- a. For adults who are school personnel, violations will be dealt with through the Human Resources Department.
- b. For students, violations will be dealt with through the principal and/or activities director.

Approved: 01-16-2007 ISD 709

## **6165 HOMEWORK**

The School Board is supportive of homework being assigned to students by their teachers as long as it can be considered to be of benefit to the individual student. The School Board advises teachers and principals that its support for student homework is based on the following assumptions relative to good homework assignments:

- They are clear, interesting, and geared to individual abilities and needs.
- Students definitely understand what is to be done and have had enough practice in class to do the work unaided.
- They are of a type which can be better done away from school.
- The student's home environment and facilities have been taken into consideration.
- They are of an informal nature, supplementing the formal instruction of the classroom.
- The special interests of students are considered.
- They are such that students need not waste time in getting started on them.
- Rather than more of the same, most homework should be for enrichment.

Adopted: 06-09-70 ISD 709

Revised: 06-20-95 ISD 709

## **6175 SPECIAL INDIVIDUAL SERVICES**

### 1. Physical Health

The School Board shall provide health services necessary as required by law for the prevention of disease and for the promotion and maintenance of health for all eligible children. The School District shall maintain a Student Health Record on every student, including a record of disabilities, immunization status, and health status. This record shall be reviewed annually.

### 2. Mental Health

It shall be the responsibility of the administrative and instructional staff of the School District to provide conditions favorable for an atmosphere of good mental health in the classroom. These efforts will be directed towards achieving the best possible conditions which are needed for learning. The resources of the School District, especially the psychologists and social workers, in cooperation with other community agencies, will be used to assist in creating a climate which will foster good mental health.

### 3. Reading

The School Board shall provide remedial and developmental reading services to those students who, as a result of a learning disability, show a need for these services.

References: MSA 123.70-123.704  
MSA 144.29  
MCAR EDU 140

Adopted: 06-09-1970 ISD 709  
Revised: 06-15-1982  
11-14-1989  
06-20-1995 ISD 709

## **6175R STUDENT HEALTH RECORD CARD**

A permanent health record shall be maintained for each student, including a record of immunization and health status. Health information shall be collected and maintained in conformance with procedures and advisements from the Director of Special Services and in compliance with Minnesota State Law and the Data Privacy Act. This record shall be reviewed annually.

Principals and other designated staff members shall be responsible for the maintenance, confidentiality, and security of student health records which include a record of immunization history. A record of immunizations shall be completed by the parent/guardian, certifying that the student has completed the schedule of recommended immunizations.

Parents may obtain a legal exemption from the school immunization law for medical reasons or conscientiously held beliefs.

The parent/guardian of a student who enrolls from another school district or a student enrolling in a kindergarten shall provide information concerning required immunizations within thirty (30) days of enrollment.

A report on the status of immunization records shall be sent to the State Department by November 1 of each year.

Approved: 06-09-1970 ISD 709  
Revised: 06-15-1982  
06-20-1995  
10-19-2004 ISD 709

## **6185 GUIDANCE AND COUNSELING PROGRAM**

The School Board recognizes that each student possesses intrinsic worth and inherent inalienable rights and that each student is the focus of the educational process. Guidance and counseling services address the particular needs of all students at each school.

Comprehensive Guidance and Counseling Program stresses student development in three major areas: 1) academic achievement, 2) personal/social development, and 3) career and education decision making. Counselors work to meet these needs through a wide range of services that involve students, staff, home, community, and others who influence the learning and development of persons served by the program.

Counselors provide services in a variety of ways. Responsive counseling services are provided in individual and group settings in reaction to students' needs related to the three areas cited above. These services are generally initiated by the student or by a member of the staff who sees the need for a particular issue to be addressed. Individual planning is initiated by the counselor who provides counseling and guidance to foster student decision making skills. Group guidance provides systematic larger scale instruction for all students. Counselors also support the overall school program by designing and leading activities necessary for the effective implementation of the school's guidance program. They design and implement guidance and counseling programs to serve a diverse population consistent with the unique strengths and needs found within each setting.

### Goals

Counseling goals can be divided into three general areas:

1. Intellectual-Educational Goals:  
Providing a program that will help to develop intellectual potential, cultural appreciation, and positive attitudes toward learning.
2. Personal-Social Goals:  
Developing positive interpersonal relationships, developing acceptable patterns of behavior, developing and enhancing self-esteem and self-awareness.
3. Career Development Goals:  
Exploring and identifying interests and abilities and using appropriate decision making processes to plan future education and careers.

### Program

The guidance and counseling program will consist of the following four major areas:

1. Guidance Component--Learning activities that may take place in classrooms, with groups, or with individuals.
2. Planning Component
  - a. Individual appraisal, includes assisting students to assess and interpret abilities, interests, skills, and achievements.
  - b. Individual advisement, includes assisting students to use self-appraisal to foster awareness, planning, and decision making.
3. Responsive Services Component--May include consultation, personal counseling,

crisis counseling, and referral as responses to individual and/or group needs.

4. System Support Component--Consists of management activities that establish, maintain, and enhance the total guidance program. These may include staff and community public relations, professional development, committee and advisory boards, and program research and development.

#### Staff

1. The guidance and counseling staff shall be qualified and appropriately certified/licensed according to standards of the State of Minnesota.
2. The guidance and counseling staff shall be responsible for the design, implementation, and evaluation of the services and activities prescribed in the program.
3. Professional, secretarial, and/or para-professional staff shall be adequate in numbers to meet the objectives of the guidance program in each building.
4. Provision is made for staff to attend and/or participate in intra- or inter-professional meetings and activities in and out of the School District.
5. The School District will work toward providing guidance services for all children in all buildings in ratios consistent with American School Counselor Association (ACSA) recommendations.

#### Facilities

1. Each counselor shall be provided with pleasant, private quarters conducive to conferences of a confidential nature and adequate in size to accommodate three to five persons.
2. The counseling facilities must be located in an area readily accessible to students and others.
3. Each counselor's quarters must be equipped with adequate telephone service.
4. A conveniently located private area adequate for group guidance and counseling activities should be available.
5. Adequate provision shall be made for the storage and display of all records and materials used by the counselor(s) in carrying out the guidance and counseling program, and there must be adequate budget for purchasing, maintaining, and developing the needed materials and equipment.
6. Career resource center(s) should be established where appropriate and staffed to facilitate use of materials, equipment, and supplies for career awareness, exploration, planning, preparation, and progression.

#### Policy Summary

If this structure and the content involved are to come together as a complete, comprehensive guidance program K-12, some imperatives must be followed:

1. The comprehensive guidance program is student development oriented.
2. The comprehensive guidance program operates on a one hundred percent program and the four program components constitute the total program.
3. The comprehensive guidance program should start the first day of school and the last day of school.
4. The comprehensive guidance program is program-focused.

Adopted: 06-09-1970 ISD 709  
Revised: 04-17-1990  
06-20-1995  
10-19-2004 ISD 709

## **6195 SUMMER SCHOOL**

Upon the recommendation of the Superintendent or designee and the approval of the School Board, a summer school program shall be established to enhance the educational opportunities of Duluth students. Summer school shall be in areas that will by nature provide correction, enrichment, and advancement.

Adopted: 06-09-1970 ISD 709

Revised: 06-20-1995

10-19-2004 ISD 709

## **6198 ESTABLISHMENT OF SCHOOL WITHIN A SCHOOL PROGRAMS IN DULUTH PUBLIC MIDDLE AND HIGH SCHOOLS**

**Whereas** Duluth Public Schools is dedicated to provision of educational programs that promote the success of all individual students enrolled, and whereas Duluth Public Schools believes in the capacity of site-based decision-making to enhance and expand delivery of instruction strategic to the population served, ISD 709 Middle and High Schools have capacity to create separate and discrete programs, housed within and administrated by existing structures, developed to serve the unique needs of an identified population. These programs, once approved, will be referred to in general as School Within A School (SWAS) programs. Sites that apply to offer such options must complete the following application, which includes approval by the site's council, and submit the application to the District Director of Curriculum, Instruction, and Assessment for final approval by the School Board. Once approved, the site is sanctioned to offer such a program without need for renewal of approval. SWAS programs, district-wide will share the following common definitions and characteristics:

**ISD 709 SWAS programs will be Asset-Based.** Any program established will be created to capitalize, refine, or build upon attributes, past experiences, interests, and intelligences of a select group of identified students. Assets can be defined as resilience, aptitude, or demonstrated abilities, and programs offered will be created to encourage and extend the students' abilities to capitalize on the assets identified.

**ISD 709 SWAS programs will establish intake procedures that include the right of the program to identify specific intake criteria for participants.** The criteria will include establishing a SWAS asset-based community. Additional intake procedures must include the right of the student, a teacher, a parent, or an administrator to make recommendation of a potential enrollee and the requirement of the potential participant's parent or legal guardian to be part of the decision to participate. Common intake procedures for all Duluth SWAS programs will include:

- Recommendation for program participation is made by the student, a teacher, a parent, or an administrator.
- Initial recommendation is reviewed by a building administrator and the program coordinator and other identified program leadership.
- If initial review results in recommendation, intake conference is held which includes the student, parent or guardian, building administrator, and the program coordinator.

**ISD 709 SWAS programs will report and be held responsible to the building administration and student enrolled will be subject to all rules and regulations delineated in the district policies, and funding will be utilized within specified designations, unless the approved establishment of the program states otherwise.**

ISD 709 SWAS programs will complete and submit the following information for Bard approval to the District's Director of Curriculum, Instruction, and Assessment.

Approved: 07-19-2005 ISD 709

## **6200 EDUCATIONAL TELEVISION**

WDSE-TV, Channel 8, is an inter-community, nonprofit organization dedicated to enriching the educational and cultural life of this area through daytime programs tailored to classroom needs and evening programming for the entire community.

Cooperation and coordination efforts on the part of the School District and Channel 8 will see that the instructional programs are correlated properly with the schedules of the public schools.

It shall be the duty of the Curriculum Director in cooperation with WDSE in informing principals of TV Programming so that such programs may be synchronized within the schools' curricular plans.

Adopted: 06-09-1970 ISD 709

Revised: 06-20-1995

01-18-2005 ISD 709

## **6215 ADULT EDUCATION**

The primary objective of the adult education program shall be to provide adults with educational opportunities to acquire and improve their literacy skills necessary to be self-sufficient and to participate effectively as productive workers, family members, and citizens. Specifically, subject-matter offerings are planned to serve the needs of individuals and the community.

Instructional arrangements authorized by the School Board include:

1. Classes are organized, located, and scheduled to accommodate the students wherever possible.
2. The schedule is publicized in the local city papers and in school bulletins.
3. Members of the instructional staff must meet certification requirements set by the state and the School Board.
4. Facilities of the School District are available for classes.

Adult basic education programs are funded by state and federal grants and reimbursements and by special project grants. No fees are charged for classes. Assessments and grades will be given in areas which require such evaluations to meet state certification requirements. Certificates of achievement and/or diplomas will be awarded where appropriate.

Adopted: 06-09-1970 ISD 709

Revised: 06-20-1995

01-18-2005 ISD 709

## **6230 KID CONNECTION PROGRAMS**

Realizing the need for adequate non-instructional child care of school age children, the primary objective of a Kid Connection program shall be provision of quality child care for school age children. This is a fee-based program.

The best locations are usually schools and sites that can be served by existing transportation systems. Such programs meet a very important need of children and provide a source for family support in the community.

Written standards for Community Education Kid Connection programs will be on file in the Superintendent's office and at each Kid Connection site. Standards are subject to revision by the School Board and will be reviewed annually by the Citywide Community Education Advisory Council.

Reference: MSA 121.88

Adopted: 12-11-1984 ISD 709

Revised: 05-08-1990

06-20-1995 ISD 709