

**Policy Committee Meeting**  
 Duluth Public Schools, ISD 709  
 Agenda  
 Tuesday, March 10, 2026  
 District Services Center  
 709 Portia Johnson Dr.  
 Duluth, MN 55811  
 4:30 PM

- 1. AGENDA ITEMS**
- 2. POLICIES FOR FIRST READING**
  - A. 909 Family, Community, and School Engagement - tabled 2
- 3. POLICIES FOR SECOND READING**
  - A. 542 Intra-District Transfers (renumbering and update to 5040 Transfers within the School District) 6
- 4. REGULATIONS & FORMS - Informational**
  - A. 542R Intra-District Transfers (renumbering and update to 5040R Student Transfers) 10
  - B. 542F Request for Student Intra-District Transfer Form (renumbering and update to 5040F) 17
- 5. POLICIES FOR REVIEW**
  - A. 507.5 School Resource Officers 22
  - B. 513 Student Promotion, Retention, and Program Design 25
  - C. 519 Interviews of Students by Outside Agencies 27
  - D. 601 School District Curriculum and Instruction Goals 29
  - E. 616 School District System Accountability 32
  - F. 621 Literacy and the Read Act 37
  - G. 709 Student Transportation Safety Policy 46
- 6. OTHER**

## 909 FAMILY, COMMUNITY AND SCHOOL ENGAGEMENT

### I. PURPOSE

The Duluth School Board honors the diversity of families and recognizes the important role parents, guardians and families play in the education of their children. The Board encourages partnerships between the district administration, schools, and families in order to share the responsibility of educating our students. The board recognizes that academic achievement and success of our students depends on the strength of the partnerships developed among students, parents, families, schools, and community.

### II. GENERAL STATEMENT

The Minnesota Department of Education (MDE) defines Family and Community Engagement as a process and a practice rooted in relational-trust which creates opportunities for equitable partnerships between families and school and district staff. These partnerships, from birth to graduation, nurture shared responsibility for students' academic and social success and honor the lived experiences, expertise, and cultural knowledge of all partners - students, teachers, families, and communities.

The district values and encourages face-to-face relationships that:

- Create safe spaces where everyone is welcomed and valued as an expert in their role.
- Encourage families, schools and communities to work together to improve student success.
- Enable a range of voices to be heard by decision-makers.
- Are accessible to parents and community leaders from diverse backgrounds.
- Devote sufficient resources to parent engagement and community outreach.

### III. MINNESOTA STANDARDS OF FAMILY/SCHOOL PARTNERSHIPS

#### A. Welcoming, Communicating, and Supporting Success

1. **Sustain high-trust, and reciprocal relationships:** Schools initiate communication with families and invite them to be a meaningful part of students' learning experience by providing a welcoming, reliable, humble and productive interaction each and every time. They honor every family by acknowledging them as equal partners.
2. **Amplify family voice:** Schools lead with listening. Families know their children and want to advocate for and facilitate their child's learning. Obtaining and action on family feedback, prioritizing families from groups that have been historically and persistently marginalized, is essential to maximizing student and school success.
3. **Link families to learning:** Partnering with families is a prerequisite for students' academic success. Everyone is a teacher and everyone is a learner. Schools, families and communities bolster learning when they co-create and share expectations for students' growth and development.

4. **Expect all departments and staff to partner with families and communities:** High expectations, high support and accountability for all school staff members lead to meaningful family engagement. Coherent district family engagement infrastructure embeds high-quality, culturally responsive professional development at all levels of the system and within all major functional areas (e.g. budgets, facilities, curriculum adoptions, staff unions, etc.)
5. **Commit to continuous improvement:** As family engagement practices become widely implemented, understood and valued within your school, family and community feedback develops essential data that deepens decision-making processes and continuous improvement efforts. Family Engagement action plans, even those integrated within programmatic improvement plans, are regularly refreshed in response to the needs and desires of education partners.
6. **Use inclusive and transparent communication:** Ensure that all messages are culturally and linguistically appropriate, timely, accessible, and clear by designing communications plans featuring multimodal two-way communications mechanisms based on the references of each family.
7. **See school as a community space:** School buildings and grounds are welcoming, nurturing and openly shared resources for families and community members. Schools leverage other community resources and organizations to expand access to learning opportunities beyond the traditional school day and calendar.

#### IV. DISTRICT RESPONSIBILITIES AND PROGRAMS

##### A. Academic Achievement and Training

1. **Academic Support:** The district will support parent groups to engage families in promoting increased academic achievement and attendance.
2. **Capacity Building:** The district will provide opportunities for family learning that builds understanding and capacity of families to be involved in school review and improvement.
3. **Accountability:** Information on each school's progress in meeting accountability measures will be shared with families.
4. **Family Materials and Training:** The district will provide materials and training, such as literacy and technology instruction, by:
  - a) Developing and offering programs such as family nights and parent/guardian academies.
  - b) Providing information on improving academic performance at events

like back-to-school nights, open houses, and parent-teacher conferences.

- B. The district will educate staff on how to work with families as equal partners by:
1. Developing curriculum and offering training for staff on engaging families to increase achievement.
  2. Producing and disseminating materials on family engagement successes.
  3. Normalizing family engagement as part of the discourse on improving academic achievement.
  4. Recognizing and publicizing family engagement successes and their impact.
- C. Communication Standards
1. **Accessibility:** Information related to school and parent programs must be sent in an understandable and uniform format.
  2. **Language and Format:** To the extent practicable, communications will be provided in a language families can understand and in alternative formats upon request.
  3. **Surveys:** The District will conduct a Climate Survey each fall and spring to survey families' perceptions regarding feeling welcome, communication, and involvement opportunities.
- D. Expectation for Parent-Teacher Organizations
1. **Independent Status:** Organizations must be legally constituted as independent, non-profit entities with their own tax identification number, bank account, and liability insurance.
  2. **Bylaws and Leadership:** Each organization shall adopt bylaws that do not conflict with district policies or laws.
  3. **Fundraising and Financials:** All fundraising must align with district policy; organizations are responsible for the proper management of all funds.
  4. **Alignment and Communication:** Activities must support the mission of the school and district; organizations must maintain open communication with the principal.

5. **Non-Partisan Status:** Organizations shall remain non-commercial, non-sectarian, and non-partisan.

## **V. EXPRESSING MATTERS OF CONCERN**

When parents/guardians have concerns about their child, staff, or policy issues, they are encouraged to address the concerns as soon as possible to avoid issues escalating. Often, simple respectful communication will resolve an issue. The district believes that issues are best resolved at the level closest to the occurrence. Therefore, parents/guardians should first contact the staff member closest to the situation, usually a teacher or coach.

- A. If a resolution can not be found, the principal is the second contact.
- B. At the district level, the elementary or secondary director of education can be the third contact if a resolution can not be found with the building principal.
- C. If resolution cannot be found at the principal or director level, the assistant superintendent is the next level of contact.
- D. The superintendent is to be the last level of contact.

**Legal Reference:** [LEGAL REFERENCES]

**Cross Reference:** MnMTSS Family and Community Engagement (FACE) Framework

## ~~+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 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 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 **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 **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.

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5040—1 of 1

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

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## 542R INTRA-DISTRICT TRANSFERS

### Process and Procedure

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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, building capacity, student attendance rate, and building populations when making intra-district transfer decisions.

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 to the Office of Assistant Superintendent via email, which should include a copy of the proposed revocation notification to the family.

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

4. 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 and a district administrator other than the Assistant Superintendent.

The Transfer Appeal Board will uphold the criteria itemized in the Intra-district Transfer Guidelines and Consideration. In addition, the Transfer Appeal Board will prioritize the information from the Request for Student Intra-District Transfer Form (542F) in consideration for their decision-making determination.

5. Moving to a New Attendance Area

When a student who has been approved for an intra-district transfer moves to another attendance area, the student may continue to attend the approved assigned school in which 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 until the intra-district transfer has expired at the end of 5th or 8th grades.

6. 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.
7. Definition "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.

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## 5040R 542R STUDENT INTRA-DISTRICT TRANSFERS

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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~~

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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.**

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6. The Term Definition "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.

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## 5040R 542R STUDENT INTRA-DISTRICT TRANSFERS

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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

17

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.
- [An applicant can appeal the decision according to Policy 542 if application is denied.](#)
- 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

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

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

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

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

\_\_\_\_\_  
Date

OFFICE USE ONLY

CONSIDERATION CHECKLIST

Is this a new to district enrollment? [ ] YES [ ] NO 18
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): \_\_\_\_\_

Assistant Superintendent Signature

Date

# REQUEST for STUDENT INTRA-DISTRICT TRANSFER FORM

## Duluth Public Schools

218-336-8739

19

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

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

\_\_\_\_\_  
Date

# OFFICE USE ONLY

## CONSIDERATION CHECKLIST

Is this a new to district enrollment?  YES  NO 20  
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): \_\_\_\_\_

\_\_\_\_\_  
Assistant Superintendent Signature

\_\_\_\_\_  
Date

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

<b>For District Use Only</b>	Date Application Received: _____
<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	_____
_____	_____
<i>Assistant Superintendent of Schools Signature</i>	<i>Date</i>
Student will be assigned to _____ on _____ at _____	
<i>School</i>	<i>Starting Date</i> <i>Grade Level</i>

## **507.5 SCHOOL RESOURCE OFFICERS**

### **I. PURPOSE**

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

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

The school district, upon securing the services of one or more school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resources officer with the school district must meet the requirements of this policy.

### **III. DEFINITIONS**

- A. "School" means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.
- B. "School Resource Officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.

### **IV. CONTRACTUAL DUTIES**

- A. A school resource officer's contractual duties with the school district shall include:
  - 1. fostering a positive school climate through relationship building and open communication;
  - 2. protecting students, staff, and visitors to the school grounds from criminal activity;
  - 3. serving as a liaison from law enforcement to school officials;
  - 4. providing advice on safety drills;
  - 5. identifying vulnerabilities in school facilities and safety protocols;
  - 6. educating and advising students and staff on law enforcement topics; and,
  - 7. enforcement of criminal laws.
- B. The school district may contract with a school resource officer's employer for the officer to perform additional duties to those described in ¶Paragraph IV.A.
- C. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.
- D. Nothing in this Article limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect

the public as a whole.

## V. TRAINING

- A. Except as provided for in ~~p~~Paragraphs V.B., V.C., and V.D. below, beginning September 1, 2025, a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in Minnesota Statutes, section 626.8482, subdivision 4 prior to assuming the duties of a school resource officer.
- B. A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated under ~~p~~Paragraph V.A. above before June 1, 2027. A peace officer covered under this paragraph may complete a supplemental training course approved by the board pursuant to Minnesota Statutes, section 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.
- C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.
- D. An officer who is serving as a substitute school resource officer for fewer than **sixty (60)** student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.
- E. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

**Legal References:** Minn. Stat. § 120A.05, subds. 9, 11, and 13 (Definitions)  
 Minn. Stat. § 123B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)  
 Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
 MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
 MSBA/MASA Model Policy 506 (Student Discipline)

**Resources:** [MN House of Representatives: School Resource Officers \(accessed 10/02/25\)](#)  
[MN Department of Public Safety: School Resource Officer Training \(accessed 10/02/25\)](#)

MN Department of Public Safety: [FAQs for Mandated School Resource Officer \(SRO\) Requirements](#) (accessed 10/02/25)

U.S. Department of Education: [FAQs on Photos and Videos under FERPA](#) (accessed 10/02/25)

U.S. Department of Education: [School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act \(FERPA\)](#) (accessed 10/02/25)

U.S. Department of Education: [Does FERPA distinguish between School Resource Officers \(SROs\) and other local police officers who work in a school?](#) (accessed 10/02/25)

First Reading: 06.18.24  
Second Reading: 08.15.24  
Adopted: 08.20.24  
Revised:

## **513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN**

### **I. PURPOSE**

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

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

The school board expects all students to achieve an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling and other appropriate services shall be coordinated and used to the greatest extent possible to help students succeed in school.

#### **A. Promotion**

Students who achieve at a level deemed acceptable by local and state standards shall be promoted to the next grade level each year.

#### **B. Retention**

Students who do not achieve at a level deemed acceptable by local and state standards shall be retained at the current grade level, when professional staff and parents feel that it is in the best interest of the student. Scholastic ability and achievement, physical development, maturity, cultural norms, emotional factors as well as attendance and age shall be considered.

#### **C. Program Design**

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for the program assignment shall be developed in coordination for such programs. All programs will be aligned with creating comprehensive achievement and civic readiness.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.
3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
  - a. multiple objective criteria; and
  - b. assessments and procedures that are valid and reliable, fair, and research based. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.

4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the district will:
  - a. assess a student’s readiness and motivation for acceleration; and
  - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
  
5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to under-represented groups.

**Legal References:** [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.15 (Gifted and Talented Program)  
 Minn. Stat. § 123B.143, Subd. 1 (Superintendents)  
[Minn. Stat. § 124D.02 \(School Board Powers; Enrollment\)](#)

**Cross References:** 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 617 (School District Ensurance of Preparatory and High School Standards)~~  
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
 MSBA/MASA Model Policy 620 (Credit for Learning)  
 Policy 6240 (Demonstration of Mastery for Credit)

Adopted: 05-16-2017  
**Revised:** 04-17-2018 ISD 709  
 Reviewed: 04-25-2023  
 Reviewed: 09-19-2023  
 Revised: 09-05-2024  
 Adopted: 09-17-2024  
 Reviewed:

## 519 INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES

### I. PURPOSE

There are occasions in which persons other than school district officials and employees find it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of concern to the school district. The purpose of this policy is to establish the procedures for access to students by authorized individuals during the school day.

### II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than a student's parents, school district officials, employees and/or agents, except as otherwise provided by law and/or this policy.
- B. Requests from law enforcement officers and those other than a student's parents, school district officials, employees and/or agents to interview students shall be made through the principal's office. Upon receiving a request, it shall be the responsibility of the principal and/or assistant principal to determine whether the request will be granted. Prior to granting a request, the principal and/or assistant principal shall attempt to contact the student's parents to inform them of the request, except where otherwise prohibited by law.

### III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours **or at any facility or other place where the alleged victim or other children might be found or the child may be transported to, and the interview may be conducted at a place appropriate for the interview of a child designated by the local welfare agency or law enforcement agency.** School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. When it is possible and the report alleges substantial child endangerment or sexual abuse, the interview may take place outside the presence of the alleged offender and may take place prior to any interviews of the alleged offender.

**[NOTE: This added language is in Minnesota Statutes, section 260E.22, subdivision 2.]**

- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes, Chapter 260E may specify that school district officials may not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.
- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property **prior to before** the interview. The notification shall include the name of the child to be

interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. ~~Where the~~ For an interviews are conducted by the local welfare agency, the notification ~~must~~ shall be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.

- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than **twenty-four (24)** hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the principal and/or assistant principal and without proper warrant.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

**Cross References:** MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

First Reading: 02.11.25  
Second Reading: 03.13.25  
Adopted: 03.18.25

## **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~~ comprehensive achievement and civic readiness;
  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: 01.21.2025  
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**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

**See ISD 709 Curriculum Review and Adoption Timeline at [www.isd709.org/academics/k-12-curriculum-and-instruction](http://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 phases of planning for and improving the instruction and curriculum affecting state and school academic standard consistent with Minnesota Statutes, section 120B.11, subdivision 2 ~~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 **required under Minnesota Statutes, section 120B.11, subdivision 5.**

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)  
 Minn. Stat. § 120B.36 (School Accountability)  
 Minn. Stat. § 122A.40 (Employment; Contracts; Termination)  
 Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)  
 Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)  
 Minn. Stat. § 123B.147 (Principals)  
 Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)  
 Minn. Rules Parts 3501.0660 (Academic Standards for **Kindergarten through Grade 12 [Language Arts]**)  
 Minn. Rules Parts 3501.0700-~~3501.0745~~ (Academic Standards for Mathematics)  
 Minn. Rules Parts 3501.0820 (Academic **Arts** Standards for **Kindergarten through Grade 12 the Arts**)  
 Minn. Rules Parts ~~3501.0900~~-3501.0960 (Academic **Science** Standards for **Kindergarten through Grade 12 in Science**)  
 Minn. Rules Parts 3501.1200-1210 (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 104 (School District Mission Statement)  
 MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
 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 617 (School District Ensurance of Preparatory and High School Standards)  
 MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
 MSBA/MASA Model Policy 619 (Staff Development for Standards)

First Reading: 12.03.2024  
Second Reading: 01.21.2025  
Adopted: 01.28.2025

## **621 LITERACY AND THE READ ACT**

### **I. PURPOSE**

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

Duluth Public Schools places a high value on literacy as a core component of students' educational journey. The school district is committed to providing evidence-based reading instruction that is consistent with the Read Act, ensuring that students develop strong reading and writing skills. The school district emphasizes a comprehensive, standards based approach to literacy, encompassing foundational skills, vocabulary development, reading fluency, and reading comprehension. This dedication to literacy aims to equip every student with the essential tools for academic success and lifelong learning in all subject areas.

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

The school district recognizes the centrality of reading in a student's educational experience.

### **III. DEFINITIONS**

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "expressive language" or "receptive language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.
- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

#### **IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT**

- A. The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, by February 15 each year, and again within the last six weeks of the school year. The screener

must be one of the screening tools approved by the Minnesota Department of Education (MDE).

- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level information from the screener about:
  - 1. the student's reading proficiency as measured by a screener approved by MDE;
  - 2. reading-related services currently being provided to the student and the student's progress; and
  - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.
- E. The school district may not use this section to deny a student's right to a special education evaluation.

## **V. IDENTIFICATION AND REPORT**

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

- C. For students enrolled in dual language immersion programs:
1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under ~~¶~~Paragraph A above;
  2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;
  3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;
  4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and
  5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.
- D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.
- F. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under [Minnesota Statutes, section 120B.12, subdivision 2](#), paragraph (a), the report must include:
1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
  2. the number of students universally screened for that reporting year;
  3. the number of students demonstrating characteristics of dyslexia for that year; and
  4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under [Minnesota Statutes, section 125A.56, subdivision 1](#).

## VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. ~~Starting July 1, 2023, if~~ the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

## VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:
  - 1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
  - 2. a process to notify and involve parents;
  - 3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
  - 4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;

5. identification of staff development needs, including a plan to meet those needs;
  6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
  7. a statement of whether the school district has adopted a MTSS framework;
  8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
    - a. students in kindergarten through grade 3;
    - b. students who demonstrate characteristics of dyslexia; and
    - c. students in grades 4 to 12 who are identified as not reading at grade level.
  9. the number of teachers and other staff that have completed training approved by the department;
  10. the number of teachers and other staff proposed for training in structured literacy;
  11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
  12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and
  13. beginning on December 31, 2025, for a district with a dual language immersion program:
    - a. the program's partner language;
    - b. grade levels included in the program;
    - c. the language used to screen students' foundational reading skills;
    - d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and
    - e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.
- B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner.
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

### VIII. STAFF TRAINING

- A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:
1. reading intervention teachers working with students in kindergarten through grade 12;
  2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
  3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
  4. curriculum directors;
  5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;
  6. employees who select literacy instructional materials for a district; and
  7. teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
1. teachers who provide foundational reading instruction to students in grades 4 to 12;
  2. teachers who provide instruction to students in a state-approved alternative program; and
  3. teachers who provide instruction to students in dual language immersion programs.
- The Commissioner may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
1. a certified trained facilitator; or
  2. a training program that MDE has determined meets the professional development requirements under the Read Act.

## IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with **Minnesota Statutes, section 120B.12**, subdivision 1, paragraphs (b) and (c) . The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
  2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
  3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
  4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including academic language development, and build academic literacy; and
  5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

## X. LITERACY AID USES

The school district must use its literacy aid to meet the requirements and goals adopted in the school district's local literacy plan.

**Legal References:** Minn. Stat. § 120B.119 (Read Act Definitions)  
 Minn. Stat. § 120B.12 (Read Act Goal and Interventions)  
 Minn. Stat. § 120B.123 (Read Act Implementation)  
 Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)  
 Minn. Stat. § 124D.68 (Graduation Incentives Program)  
 Minn. Stat. § 124D.98 (Literacy Incentive Aid)  
 Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

**Cross References:** None

First Reading: 11.26.24  
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Reviewed: 10.21.25

## **709 STUDENT TRANSPORTATION SAFETY POLICY**

### **I. PURPOSE**

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

### **II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING**

#### **A. School Bus Safety Week**

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

#### **B. Student School Bus Safety Training**

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
  - a. transportation by school bus is a privilege, not a right;
  - b. school district policies for student conduct and school bus safety;
  - c. appropriate conduct while on the bus;
  - d. the danger zones surrounding a school bus;
  - e. procedures for safely boarding and leaving a school bus;
  - f. procedures for safe vehicle lane crossing; and
  - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.
3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes, section 169.446, subdivision 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training Required

- a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
- b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
  - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique;
  - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and
  - (3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

2. Instruction

- a. The school district may provide active transportation safety training through distance learning.
- b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

**III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR**

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation manager. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules

The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.
- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the bus.

#### 4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

These consequences are outlined in the [Student Handbook](#). See the Table of Contents under Transportation of Public School Students to find the exact page.

##### (1) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

##### (2) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

##### (3) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

##### (4) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

##### (5) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

#### IV. PARENT AND GUARDIAN INVOLVEMENT

##### A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

##### B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

#### V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class A, or B Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in ~~Sections Paragraphs~~ VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in ~~Section Paragraphs~~ VII.D., below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
2. reckless driving;
3. improper or erratic traffic lane changes;
4. following the vehicle ahead too closely;
5. a violation of state or local law, relating to motor vehicle traffic control, arising in

- connection with a fatal accident;
6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;
  7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;
  8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and
  9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in ~~Section~~ **Subparagraph** VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

## **VI. SCHOOL BUS DRIVER TRAINING**

- A. Training
1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in ~~Section~~ **Subparagraph VII.C.1.b.**, below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Model School Bus Driver Training Manual.

## VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the ~~Minnesota Department of Public Safety Minnesota Model School Bus Driver Training Manual Program~~.
2. Only students assigned to the school bus by the transportation office shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes, section 169.011, subdivision 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, 49 Code of Federal Regulations, Part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
  - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

- b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
    - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
  - 11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
  - 12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
  - 13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.
- C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement
- 1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
    - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
    - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
      - (1) safe operation of a type III vehicle;
      - (2) understanding student behavior, including issues relating to students with disabilities;
      - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
      - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
      - (5) handling emergency situations;
      - (6) proper use of seat belts and child safety restraints;
      - (7) performance of pretrip vehicle inspections;
      - (8) safe loading and unloading of students, including, but not limited to:

- (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
  - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
  - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
  - (d) placing the type III vehicle in "park" during loading and unloading;
  - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with ~~p~~Paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes, section 122A.18, subdivision 8, or Minnesota Statutes, section 123B.03 for school district employees; Minnesota Statutes, section 144.057 or Minnesota Statutes, chapter 245C for day care employees; or Minnesota Statutes, section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
  - d. Operators shall submit to a physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
  - e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
  - f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes, section 171.321, subdivision 5.
  - g. A person who sustains a conviction, as defined under Minnesota Statutes, 609.02, of violating Minnesota Statutes, section 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes, sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.

- h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes, section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
  - i. A person who sustains a conviction, as defined under Minnesota Statutes, section 609.02, of a moving offense in violation of Minnesota Statutes, chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
  - j. Students riding the type III vehicle must have training required under Minnesota Statutes, section 123B.90, Subd. 2 (See ~~Section~~ Paragraph II.B., above).
  - k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
- 2. The Type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes, section 169.451.
  - 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.
- D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement
- 1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
    - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
    - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
    - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
    - d. The operator has submitted to a background check and physical examination as required by Minnesota Statutes, section 171.321, subdivision 2.
    - e. The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes, section 171.02, subdivisions 2a(h) - 2a(j).

- f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre- school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
  - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
- 2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
  - 3. A school bus operated under this section must bear a current certificate of inspection.
  - 4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

#### **VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES**

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the ~~Minnesota Department of Public Safety~~ *Minnesota Model School Bus Driver Training Manual Program*. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of a disability shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Medical Notes shall be maintained on the school bus for students.

#### **IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS**

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

## **X. SCHOOL TRANSPORTATION SAFETY DIRECTOR**

The school board has designated the transportation manager to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required Minnesota Statutes, section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

## **XI. STUDENT TRANSPORTATION SAFETY HAZARD COMMITTEE**

The school board may establish a student transportation safety hazard committee. The chair of the student transportation safety committee is the school district's transportation manager. The school board shall appoint the other members of the student transportation safety hazard committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

**Legal References:** Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses) Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)  
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)  
Minn. Stat. § 123B.90 (School Bus Safety Training)  
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)  
Minn. Stat. § 123B.935 (Active Transportation Safety Training)  
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)  
Minn. Stat. Ch. 169 (Traffic Regulations)  
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)  
Minn. Stat. § 169.02 (Scope)  
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)  
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)  
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)  
Minn. Stat. § 169.454 (Type III Vehicle Standards)  
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)  
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)  
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)  
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)  
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)

Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)  
 Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)  
 Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)  
 Minn. Stat. Ch. 245C (Human Services Background Studies)  
 Minn. Stat. § 609.02 (Definitions)  
 Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)  
 49 C.F.R. Part 383 (Commercial Driver’s License Standards; Requirements and Penalties)  
 49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)  
 49 C.F.R. § 383.33 (Notification of Driver’s License Suspensions)  
 49 C.F.R. § 383.5 (Transportation Definitions)  
 49 C.F.R. § 383.51 (Disqualification of Drivers)  
 49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

**Cross References:** MSBA/MASA Model Policy 416 (Drug, ~~and~~ Alcohol, and Cannabis Testing)  
 MSBA/MASA Model Policy 506 (Student Discipline)  
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
 MSBA/MASA Model Policy 707 (Transportation of Public Students)  
 MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)  
 MSBA/MASA Model Policy 710 (Extracurricular Transportation)

**Resources:** Minnesota Department of Public Safety: [School Bus Resources](#) (accessed 10/12/25)  
 National Highway Traffic Safety Administration: [Guideline for the Safe Transportation of Pre-school Age Children in School Buses](#) (Feb. 1999) (accessed 10/12/25)

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