

**Policy Committee Meeting**  
Duluth Public Schools, ISD 709  
Agenda  
Tuesday, February 6, 2024  
District Services Center  
709 Portia Johnson Dr.  
Duluth, MN 55811  
3:30 PM

1. **AGENDA ITEMS**
2. **POLICIES FOR FIRST READING**
  - A. 811 Playground Installation and Maintenance (Deletion of 3045 & 7115) 2
  - B. 604 Instructional Curriculum (Deletion of 6041, 6125 & 6130) 10
3. **POLICIES FOR SECOND READING - None**
4. **POLICIES FOR DELETION**
  - A. 5055 Reporting to Parents 18
5. **REGULATIONS & FORMS - Informational**
  - A. Formal Request for Reconsideration Instructional Resource or Specific Library Material 20
6. **OTHER**

## **811 PLAYGROUND INSTALLATION AND MAINTENANCE**

### **I. PURPOSE**

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

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

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

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

### **III. DEFINITIONS**

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

4. It may be referred to as playgrounds, play structures, play elements, or play equipment.
  5. It includes the equipment itself, as well as the play surface and surrounding area.
- B. "Installations" refer to the replacement of old equipment with new, and/or the addition of new equipment entirely.
- C. "CPSI" is a Certified Playground Safety Inspector, a certification program facilitated by the National Recreation and Parks Association.

#### **IV. SAFETY STANDARDS**

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

#### **V. CURRENTLY INSTALLED PLAYGROUNDS**

- A. Currently installed playgrounds are required to comply with this policy. No playgrounds are considered to be exempt due to the installation date.
- B. Initial inspections will be performed by a CPSI at each playground within 60 days of approval of the Playground Installation and Maintenance Policy unless a different timeline is approved by the Facility Manager or Assistant Facility Manager.
- C. Repairs and modifications are required to be made within 90 days from the date of notification of the written report unless a different timeline is approved by Facility Manager or Assistant Facility Manager. Should the CPSI identify any hazards that are deemed to be more immediate, a shorter timeline for repairs will be assigned.
- D. If repairs are not made within the 90 day allotment due to equipment delays, an order confirmation must be produced with an estimated arrival time.

- E. Once repairs are reported to have been completed, the CPSI will complete another inspection to verify repairs.
- F. If playgrounds are not compliant within 90 days of the initial inspection, the Facilities Department will remove the equipment or block from use unless a different decision or timeline is approved in writing by the Facility Manager or Assistant Facility Manager.

## **VI. ONGOING MAINTENANCE, REPAIRS, AND INSPECTIONS**

- A. Once the initial playground inspections are completed and playgrounds on District operated property are determined to be compliant, a regular inspection process is necessary to support safety.
- B. A CPSI will inspect each playground on a biannual basis, producing a written report within 45 days of inspection.
  - 1. Written reports are available upon request to the District Safety Coordinator.
  - 2. Inspections will take place in the months of April or May and again in October or November, unless another timeframe has been approved by the Facility Manager or Assistant Facility Manager.
- C. Should any recommendations be noted, they will be submitted to the Facility Manager or Assistant Facility Manager for approval and coordination of repairs or modifications. It is expected that repairs are made within 90 days from the date of notification of the written report, unless the CPSI determined any hazards to be more immediate.
- D. Certain play elements may require varying types of maintenance. Maintenance plans are to be developed during the installation process.
  - 1. Maintenance on the playgrounds is facilitated by the Utilities Department.
  - 2. The Facility Director or Assistant Facility Director will determine if the repair or maintenance work is best suited for volunteers willing to assist, in house staff and/or contractors.
  - 3. If an external group has indicated interest in being involved in ongoing maintenance and repairs to the playground, the Facility Director or Assistant Facility Director will collaborate with the group's point of contact if the work needing to be completed is suitable for volunteers.
- E. When replacement equipment is necessary:
  - 1. For commercially made equipment, it must be ordered from the correct manufacturer to match the current play structure
  - 2. Records of purchase and installation must be maintained by the Facilities Department
  - 3. Replacement components must be approved by the District.

4. Repairs must not create additional hazards during the repair process.

## **VII. NEW INSTALLATION PROCESS**

- A. New installations may stem from necessity through inspection, change in school composition or other reasons and may be requested by internal staff or through community groups.
- B. Requests are reviewed by the Facilities Department.
- C. A request for new installation must include the following documentation:
  1. Playground designs, specific equipment, and a site plan.
    - a) For IPEMA certified equipment, include certifications
  2. A quote from a manufacturer of the proposed designs, including the following details:
    - a) Length of time the quote is valid
    - b) Indication that installation is included
    - c) Inclusion of surfacing material
    - d) Anticipated length of life of the playground
  3. A maintenance plan from the manufacturer, including anticipated repair and/or maintenance costs for the next 10 years.
    - a) Include indication if the group is interested in assisting with future maintenance.
  4. A breakdown of where the funds plan to be generated
  5. A timeline of the installation process
  6. Should the request come from a community group, include the group's point of contact.
- D. Once the above documents are ready for submission, they are submitted to the Facilities Director to start an internal review of the request.
- E. A District-contracted CPSI will review the submitted documents and provide written feedback from a regulatory standpoint.
- F. The Facility Manager will provide written feedback to ensure the playground can be properly maintained, and that the structure is in a location that does not impede future building plans, utilities, or maintenance activities, such as snow removal, drainage, etc.

- G. Written responses will be reviewed with the interested party. The Facility Manager will make a final determination within 90 days of submission through consideration of the CPSI review, impact on District facilities, cost to the District for ongoing maintenance, and liabilities of such installation. The final determination will also include a revised cost estimate to include an estimated 10% of the project cost in change orders.
- H. Should approval be denied, interested parties may appeal to the School Board through a written request.
- I. If the installation is approved:
  - 1. Internally funded projects will be coordinated entirely through the Facilities Department.
  - 2. Externally funded projects may start fundraising efforts. Once 100% of the goal set during the approval is met and found to be secured through a District audit, installation can begin.
    - a) Installation of externally funded projects must be coordinated and approved through the Facilities Department to ensure representation is on site during site visits, preparations, etc.
- J. Once installation has been completed, a District-contracted CPSI will conduct an audit of the playground.
- K. Once the playground has passed the audit, it can then be commissioned for use.
- L. For projects that were externally funded, once the playground is audited and commissioned for use, the playground will become district property and all future maintenance will be the responsibility of the District.

**Legal References:** United States Consumer Product Safety Commission, *Public Playground Safety Handbook* American Society for Testing and Materials F1487, F2373, F2075, F2223, F2479, F1951, F2049, and F1292.

**Cross References:**

First Reading:

Second Reading:

### ~~3045 — PLAYGROUND SITE AND EQUIPMENT IMPROVEMENT~~

~~The School District shall annually allocate in the capital expenditure fund budget a sum of money to provide matching funds to be used for purposes of site improvement or equipment additions at elementary school playground sites. A request shall be submitted to the administration by the school principal/parent faculty organization/community for such improvement or addition, together with a pledge to provide a stipulated sum of money for one half (1/2) of the total cost of said improvement/addition. The sum of money so stipulated above may be from any source except School District provided funds, unless this restriction is specifically waived due to an unusual or peculiar circumstance acceptable to the School Board. Upon receipt of said request, the administration shall consider the appropriateness and feasibility of the request and make a recommendation to the School Board for approval/disapproval of the project for funding of a fifty/fifty (50/50) basis with the requesting organization.~~

~~Adopted: — 08-12-1980 ISD 709~~

~~Revised: — 06-20-1995 ISD 709~~

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

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

### ~~1. Layout and Design~~

- ~~—a. Separate and physically remote areas shall be provided for:
 
  - (1) running, dodging, throwing, and walking activities
  - (2) climbing, swinging, sliding or in-place play activities~~
- ~~—b. Playground apparatus shall be located remote of other playground activities and separated by markings, space, or physical barriers when possible.~~
- ~~—c. Special considerations shall be made regarding the ability to supervise or observe both activities from a single location. Equipment shall be arranged to accommodate the traffic of children using the equipment and those using adjacent apparatus. When possible, single multiple use apparatus will be used.~~
- ~~—d. Barriers such as surface separating/containment beams shall not be positioned to represent a bump, fall, or trip hazard.~~

### ~~2. Apparatus and Equipment~~

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

#### ~~a. Height~~

- ~~(1) Apparatus shall not place a student's feet more than six (6) feet above the surface the apparatus is mounted on. This generally limits all equipment to a maximum height from the ground to the top usable platform to six (6) feet. No exceptions will be made to allow for intermediate platforms or multi-level climbers with six (6) foot increments.~~
- ~~(2) Swings shall not exceed eight (8) feet when measured from the top rail (anchoring the chains) to the surface.~~

#### ~~b. Construction~~

##### ~~(1) Climbing Apparatus~~

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

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

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

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

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

- ~~(a) Merry Go Rounds.~~
- ~~(b) Fixed/ground mounted animal rockers, single student use apparatus, etc.~~
- ~~(c) Tricking bars remote of or not part of a multiple use piece of apparatus.~~

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

### ~~3. Surfacing~~

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

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

#### ~~b. Under climbing apparatus and swings~~

##### ~~(1) Unacceptable surfaces:~~

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

##### ~~(2) Preferred surfaces:~~

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

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

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

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

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

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

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 604

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2023

## 604 INSTRUCTIONAL CURRICULUM

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills including reading and writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. health and physical education;

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

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

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

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Public elementary and middle schools must offer at least three and require at least two, of the following four art areas: dance, media arts, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five arts areas: dance, media arts, music, theater, and visual arts.
- D. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks

developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

- E. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- F. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- H. The school district or charter school may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

### **III. REQUIRED ACADEMIC STANDARDS**

- A. The following subject areas are required for statewide accountability:
  - 1. language arts;
  - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
  - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
  - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
  - 5. physical education;
  - 6. health, for which locally developed academic standards apply; and
  - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

### **IV. PARENTAL CURRICULUM REVIEW**

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided

by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

## V. CPR AND AED INSTRUCTION

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

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

***[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]***

## VI. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
  - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
  - 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
  - 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary

- education and employment choices;
4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  5. help students access education and career options;
  6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
  7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
  8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
  9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120B.101 (Curriculum)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 120B.20 (Parental Curriculum Review)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)  
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 605 (Alternative Programs)

First Reading:

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

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

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

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

~~Adopted: 12-20-2005-[ISD-709](#)~~

## ~~6125 — CURRICULUM GUIDES~~

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

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

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

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

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

~~Adopted: — 06-09-1970 ISD 709~~

~~Revised: — 06-20-1995~~

~~————— 10-19-2004 ISD 709~~

## ~~6130 HEALTH EDUCATION~~

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

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

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

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

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

~~References: MS 122A.66~~

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

~~Revised: 06-20-95~~

~~10-19-04 ISD 709~~

## ~~5055 REPORTING TO PARENTS~~

~~The School Board expects that the reporting contacts between parent or guardian and teacher are frequent and vary in format utilizing report cards, parent teacher conferences, postcards and letters, telephone calls, electronic means, and classroom visitations by parents and guardians. The School District will periodically advise students, their parents or guardians, or both, of the student's progress and achievement. Parents and guardians, as well as teachers, are encouraged to initiate conferences. Progress reports reflect the educational growth of the student in relationship to his/her ability and achievement.~~

### ~~Elementary School Progress Reports~~

~~Progress reports will be distributed quarterly in the elementary schools utilizing descriptive notations as follows:~~

~~Kindergarten S—Satisfactory~~

~~N—Needs Improvement  
I—Improving~~

~~Grades 1-3 E—Excellent~~

~~S—Satisfactory  
N—Needs Improvement  
I—Improving  
X—Not Evaluated~~

~~Grades 4-5 Traditional letter grades of ABCDF and a check for improvement needed in a skill area.~~

~~A teacher's electronic grade book shall constitute the official record of students' grades as of the 2009-2010 school year.~~

### ~~Secondary School Report Cards~~

~~Report cards will be distributed periodically utilizing the traditional letter grades of ABCDF and the final report card for the year will be mailed home. Senior high students have the option of receiving a traditional grade or a pass/no pass evaluation.~~

~~A teacher's electronic grade book shall constitute the official record of students' grades.~~

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

~~Revised: 08-04-1983~~

~~06-20-1995~~

~~07-21-1998~~

~~06-21-2005~~

~~5055—1 of 1~~

~~-06-19-2007 ISD 709~~

# Formal Request for Reconsideration Instructional Resource or Specific Library Material

The school board of Duluth Public Schools, Duluth, MN has delegated the responsibility for selection and evaluation of library/educational resources to the school library media specialist and/or curriculum committee, and has established reconsideration procedures to address concerns about those resources. Completion of this formal request follows the established unresolved formal requests. If you wish to request reconsideration of school or library resources, please return the completed form to the coordinator of library media resources or principal.

Date:			
Name (First, Last):			
Address:			
City:		State/Zip:	
Phone:		Email:	

Do you represent yourself? \_\_\_\_\_ Or an organization? \_\_\_\_\_ Name of Organization \_\_\_\_\_

1. Resource on which you are commenting:

- \_\_\_\_\_ Book                      \_\_\_\_\_ Database                      \_\_\_\_\_ Textbook                      \_\_\_\_\_ Game
- \_\_\_\_\_ Movie                      \_\_\_\_\_ Audio Recording                      \_\_\_\_\_ App                      \_\_\_\_\_ Streaming Media
- \_\_\_\_\_ Magazine                      \_\_\_\_\_ Digital Resource                      \_\_\_\_\_ Newspaper                      \_\_\_\_\_ Other

Title: \_\_\_\_\_

Author/Producer: \_\_\_\_\_

Is this resource part of the curriculum, library collection, or other? \_\_\_\_\_

2. What brought this to your attention? \_\_\_\_\_

3. Have you examined the entire resource? \_\_\_\_\_

4. What concerns/content in this resource does not align with Duluth Public Schools policy? \_\_\_\_\_

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

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6. What action are you requesting the committee consider?

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Signature

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Date

Please return this form to the building library media specialist or principal. The district will respond to Formal Request for Reconsideration within 60 school contract days.

Completion of this form is at the request of the Board of Education of Independent School District #709.

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For District Use Only

Date Form Received:	
Date of Appeal Meeting:	
Result from Appeal:	