

Monthly Committee of the Whole Board Meeting - Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, April 26, 2022

Denfeld High School Media Center

401 N 44th Ave W

Duluth, MN 55807

6:30 PM

1. CALL TO ORDER

2. ROLL CALL

3. AGENDA ITEMS

A. Action Items - Consent Agenda

1) Presentation Items Requiring Approval - None

2) Resolutions - None

3) Other Action Items - None

B. Informational Items

1) Presentations

a. World's Best Workforce Update 2

Assistant Superintendent, Anthony Bonds

b. Concurrence & Non-Concurrence 28

American Indian Education Coordinator, Binesiikwe

c. Education Equity Advisory Committee (EEAC) Bylaws 30

Amendment

Education Equity Coordinator, Nathan Smith

d. Project Aware Presentation 32

Mental Health/SEBB MTSS Coordinator, Callie Devriendt

e. ALC/AEO Update 39

Principal, Nathan Glockle

f. Preschool Presentation 42

Early Childhood/Head Start Coordinator, Sherry Williams

g. Redistricting

CFO, Cathy Erickson

h. SRO Presentation 52

Assistant Superintendent, Anthony Bonds

C. Other - None

4. ADJOURN



**DULUTH PUBLIC
SCHOOLS**

**WORLD'S
BEST
WORKFORCE**

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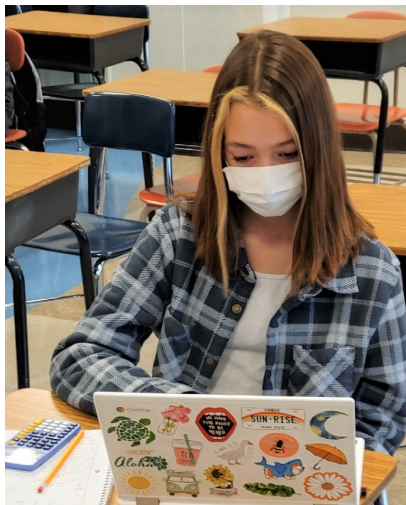


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Introduction

Engage. Achieve. Succeed.
Every Student, Every Day

The path to graduation starts when a child is born and involves everyone.

It begins with quality early childhood education, supporting kindergarten readiness, making sure every child is reading well by grade three, ensuring children who struggle are quickly identified and steps taken to address their needs, and not let them fall behind.

It includes building positive relationships, looking at what each of us can do to ensure every child feels safe, welcomed and accepted at school and helping each child find something in school to engage, excite and inspire them.

From families and community leaders to teachers and staff, all contribute to the well-being and success of Duluth's children.

Thank you for your belief in what we as a community can accomplish together.

Community Vision

We will build on our shared beliefs and values of unity, high achievement and responsible use of resources to create Duluth Public Schools and classrooms that are safe, supportive and inclusive. We will work to inspire every student to achieve their potential, and prepare students to lead productive, fulfilling lives as citizens of Duluth and the wider world.

World's Best Workforce Legislation

The World's Best Workforce bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. For Minnesota to be competitive, we must have students who are college and career ready and students who are poised to lead the state's workforce.

Each school district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

There are many district plans and policies that support World's Best Workforce goal areas. Those plans/policies include the following:

- Head Start Annual Plan
- [Local Literacy Plan: Read Well by Grade Three](#)
- [Achievement & Integration](#)
- American Indian Education Plan
- Teacher Development and Evaluation Plan
- [Principal Development and Evaluation Plan](#)
- [Duluth Public Schools MTSS Handbook](#)
- [PLC Handbook](#)
- [Duluth Public Schools Continuous Improvement Handbook](#)
- Duluth Public Schools Staff Development Plan
- Early Kindergarten Procedures:
 - Student Promotion, Retention, and Program Design, [Policy 513](#) and [513R](#)

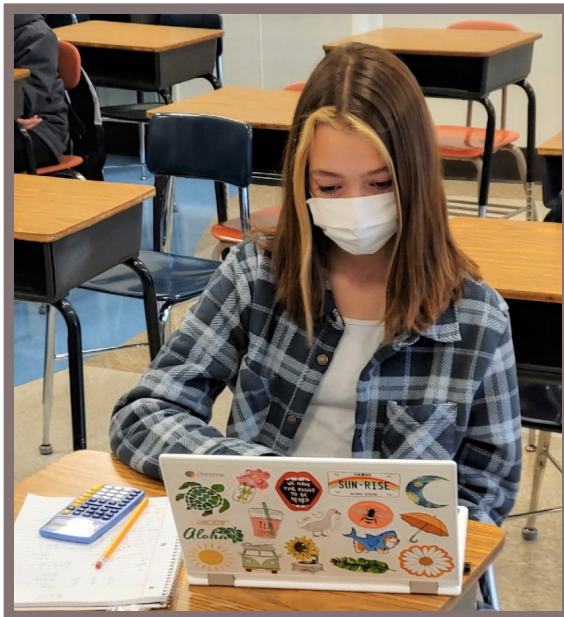
Per the legislation, Duluth Public Schools has a World's Best Workforce Advisory Committee. Participants include representatives from the American Indian Parent Advisory Committee, Achievement & Integration Team, Special Education Committees and other stakeholders.

Staff responsible for developing the plans in each area present information to Advisory Committee members, who provide input and feedback.

School Continuous Improvement Process

The purpose of school Continuous Improvement Teams (CITs) is to improve student achievement and to provide a formal process for teacher leadership to meet this mission. CITs develop School Improvement Plans (SIP) that are based on the results of the school's Comprehensive Needs Assessment (CNA), and are aligned with the district's strategic plan. CITs lead the implementation of the SIP and monitor progress.

In 2017, Duluth Public Schools partnered with the Minnesota Department of Education and the Regional Centers of Excellence to develop a school improvement process that was grounded in Implementation Science as defined by the National Implementation Research Network. In 2021, the school improvement process handbook was updated to reflect minor changes in the process, to provide additional tools, and to include information regarding the district's commitment to equity.



Primary District Strategies

MTSS

A multi-tiered system of support (MTSS) works to ensure each student gets the support needed to be successful. Support can be academic, behavioral, or social-emotional.

Academically, MTSS starts with a strong base of core instruction delivered with fidelity. Student learning assessments guide teachers in the development of further instruction. Specific interventions build on core instruction to support students who have learned the identified information or skills. Integrated instruction and intervention is delivered in varying intensities (multiple tiers) based on student need.

PLCs

Professional Learning Communities (PLCs) are groups of teachers who meet regularly as a team, working collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. They set achievement goals on identified priority learning outcomes, analyze current levels of achievement via common formative and summative assessments, share effective instructional strategies, and research best practices.

PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators. See *Duluth Public Schools [PLC Handbook](#)*.

Safe and Welcoming

Creating an accepting, supportive school culture and climate for every student is an essential strategy to improving student achievement. To do so, it's important for stakeholders to participate in conversations about race.

Racism and bias exists in our schools and community. If we are to build healthy, constructive relationships with all students, we need to recognize our own racism and bias and change our thinking and behaviors. When students, staff and parents feel accepted and comfortable in the learning environment, everyone does better.

Duluth Public Schools works to implement Positive Behavioral Interventions and Supports (PBIS) as an approach for helping schools select and organize evidence-based behavioral interventions into an integrated continuum that enhances social behavior outcomes for all students.

Additionally, Duluth Public Schools bullying and harassment policies and procedures are reviewed annually and include staff training.

North Star Accountability System

In August 2018, the Minnesota Department of Education announced the North Star Accountability System. North Star was created in response to federal legislation called the Every Student Succeeds Act, requiring every state to create an accountability system.

The plan supports and adds to World's Best Workforce:

- Stage 1:
 - Math Achievement
 - Reading Achievement
 - English Language Proficiency
- Stage 2:
 - Math Progress
 - Reading Progress
 - Graduation Rates: 4 Year and 7 Year
- Stage 3:
 - Consistent Attendance Schools identified for support receive one of two types: Comprehensive or Targeted

"Comprehensive" is the highest level of support and comes from the Regional Centers of Excellence to schools. "Targeted" offers support to schools from the school district. Schools will be identified as needing additional support in August of 2022.

In both cases, the focus is on completing a comprehensive needs assessment, developing a school improvement plan and monitoring progress with quarterly records of continuous improvement. Equity is a central part of the North Star Plan and CIT processes reflect this by using Duluth Public Schools' Equity Tool and facilitating courageous conversations about race.

Access to Excellent and Diverse Teachers

The majority of Duluth Public Schools teachers hold a Master's degree (73.74%) and have more than 10 years of experience (72.4%), which is considerably higher than the state and most area public and charter schools.

Data is reviewed on an annual basis and includes: years of service, teacher qualifications (degrees) and student population demographics, including but not limited to free/reduced priced lunch, special education services, and transitional housing needs.

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The focus of the Office of Education Equity (OEE) Recruitment & Retention program is to assist in the district goal of diversifying our staff.

This will be done through the following strategies:

- One session/semester for current teachers of color to discuss climate dynamics and build a sense of community and networking for interested teachers of color within the district (retention);
- The OEE professional development program will provide workshops, training, and resources for district staff designed to improve achievement of all students in the Duluth Public Schools and increase culturally responsive teaching and learning. The focus of professional development provided for staff will be in the areas of culturally responsive practices, undoing racism, culturally responsive instruction & curriculum development and integration, and racial identity development. The primary professional development provided will be the CARE (Culture, Abilities, Resilience, and Engagement) Academy;
- Provide additional support and resources for staff of color throughout a year (interracial conflict resolution, professional development opportunities, learning materials, presenters, trainings, etc.);
- Offer mentorship to interested staff of color;
- OEE coordinator provides training for Human Resource staff on recruitment strategies, culturally responsive hiring practices and understanding implicit bias;
- OEE coordinator and community members serve on the district committee working to diversify the staffing of our district;
- Bolster strategic relationships with local postsecondary teacher education programs;
- Potentially offering relocation cost reimbursements for new teachers of color and administrators of color (receipts necessary); and
- Develop a recruitment team that attends job fairs, assists in postings, and serves on screening process teams — contract with individuals and ask current staff of color to serve on the team to ensure a diverse team.

Additionally, the district partners with The College of St. Scholastica to offer a College in the Schools Pathways2Teaching course. Students receive an introduction to teaching and social justice issues in education with the hope of encouraging students of color in Duluth Public Schools to pursue a teaching degree and return teachers to Duluth Public Schools.

Goal Areas & Strategies



Understanding the Data

The data listed in the goals and strategies areas are based on locally administered FASTBridge assessments as well as the state accountability assessments, MCA and MTAS. There is no state accountability data reported in 2019-2020 because the state accountability assessments were canceled due to the COVID-19 pandemic.

Due to the challenges and factors related to the pandemic, the Minnesota Department of Education considers the 2020-2021 school year's assessment results as an outlier and does not support widely comparing 2021 statewide assessment results to previous years or trend data without the appropriate context and considerations.

Fewer students participated in the statewide assessments in comparison to previous years; especially at the higher grade levels. In Duluth Public Schools, some of our student groups tested far fewer student than usual. Most of this was due to extenuating circumstances related to the pandemic.

District Participation Percentages

Year	% Tested Math	% Tested Reading
2017	97.1	98.3
2018	97.1	98.6
2019	97.5	97.8
2020	N/A	N/A
2021	72.3	73.2

Kindergarten Readiness

Duluth Preschool is a collaboration of school readiness, Head Start, voluntary pre-kindergarten, and Pathway I & II Early Learning Scholarship funding sources.

This unique collaboration began in 2016 with classrooms located in seven Duluth Public Schools' elementary buildings. Duluth Preschool classrooms provide high quality early childhood experiences with licensed teachers, parent education, and activities are aligned with Federal Head Start Performance Standards and Minnesota state standards.

Our Duluth Preschool classes are offered with the intention of providing families of children ages 3-5 with a high quality, developmentally-appropriate, fully inclusive and nurturing early childhood experience. Our classrooms provide inclusion opportunities for children with special needs and access to staff from Early Childhood Special Education.

** Kindergarten Readiness is challenging to define. According to the Minnesota Department of Education, a child is ready for kindergarten when he/she: is at least 5 years old by Sept. 1 of the enrollment year; has received early childhood screening; and has received medically accepted immunizations.*

SYSTEMS, STRATEGIES & SUPPORTS:

- Provide comprehensive services of early learning, health and safety, mental health, and healthy families, with an emphasis on reducing the opportunity gap.
- Engage with community childcare/preschool centers to improve kindergarten transition.
- Collaborate with Community Partners to connect families with community resources and provide rich experiences in classrooms.
- Implement Duluth Public Schools early childhood classrooms with blended funding streams to maximize program availability.
- Implement Pyramid model in pre-kindergarten classrooms to support social/emotional/behavior development.
- Use Practice Based Coaching to support teachers in curriculum fidelity and identify areas for individualized professional development.
- Implement data meeting between pre-kindergarten and kindergarten teachers to improve kindergarten transitions.
- Aim for continuous improvement in parent, family, and community engagement.
- Collaborate with early childhood special education to provide high quality, trauma informed, fully inclusive classrooms.
- Continue providing high quality ECFE parent education services.

GOAL

Kindergarten readiness will be 90%, by 2025, as measured by the percent of students on track using the FAST Bridge early Reading. (All Students Tested).

Percent Proficient	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students	45.3	44.5	41.8	37.5	48.7

**Note: An abbreviated assessment battery was administered in 2020-2021 due to the pandemic. Year-to-year comparisons should not be made.*

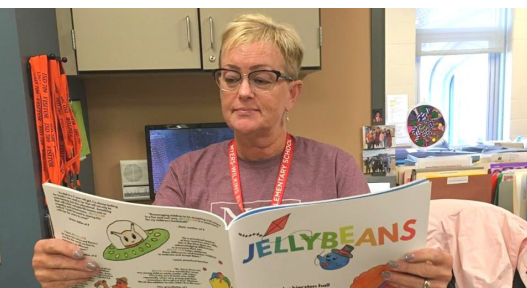
Read Well By Grade Three

Our mission as part of our Local Literacy Plan is to ensure reading proficiency by the end of grade three. We accomplish this mission by:

- Providing comprehensive scientifically based reading instruction consistent with state statutes.
- Ensuring curriculum is aligned with Indicators of Early Literacy and Minnesota English Language Arts (ELA) Standards, which are built on Career and College Ready Standards.
- Identifying before the end of kindergarten, grade 1, and grade 2, students who are at risk of not learning to read at grade-level by the end of second grade.
- Using assessment data to guide instruction to help ensure learning for all students.
- Providing job-embedded staff development that is in line with the goals of the district's literacy plan, which could include scientifically based reading instruction, assessments, classroom management, parent and community involvement, differentiation (meeting individual student's needs), culturally responsive classroom, technology and innovation, and state standards.
- Communicating with parents and guardians about the literacy development of their children.

SYSTEMS, STRATEGIES & SUPPORTS:

- Implementation of English Language Arts (ELA) curriculum resources that are aligned to standards.
- Establishment of a common definition of balanced literacy in Duluth Public Schools.
- Professional development for all elementary teachers on balanced literacy framework.
- Ongoing coaching and support for site level leadership teams on effective Multi-Tiered System of Support (MTSS) implementation.
- Site level leadership teams identifying best practice instructional strategies and developing practice profiles with classroom walkthrough tools to monitor implementation of practices.
- Implementation of Leveled Literacy Intervention (LLI) and Path to Reading Excellence in School Sites (PRESS) Tier II materials.
- Implementation of PRESS diagnostic tools and class-wide intervention support.
- Intervention teams receive training and coaching for implementation of Formative Assessment System for Teachers (FAST) progress monitoring.
- Elementary teams receive coaching for effective data meetings using FAST benchmark data.



GOAL

Third Grade reading proficiency will be 90%, with no student group below 85%, by 2025, as measured by All Accountability Tests (All Students Tested).

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested

Reading		2016-17	2017-18	2018-19	2019-20	2020-21
All Students	District	58.8	62.0	60.5		54.0
	State	56.8	55.9	54.6		48.5
American Indian or Alaska Native	District	29.6	57.6	29.2		8.7
	State	33.3	34.7	32.0		25.22
Asian	District	45.5	*	54.5		60.0
	State	47.2	49.6	46.3		40.66
Hispanic or Latino	District	44.4	60.0	66.7		33.3
	State	34.4	33.8	33.3		26.84
Hawaiian or Other Pacific Islander	District	*	*	*		*
	State	50.0	44.6	37.1		34.33

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested

Reading		2016-17	2017-18	2018-19	2019-20	2020-21
Black or African American	District	25.8	15.2	25.6		7.1
	State	32.7	31.9	32.4		25.71
White	District	64.8	68.9	67.1		60.5
	State	66.2	65.2	63.7		56.84
Two or More Races	District	48.6	38.2	45.5		44.6
	State	52.4	51.7	51.9		46.0
English Learner	District	*	*	*		*
	State	23.8	21.4	19.4		12.18
Special Education	District	30.1	34.0	22.9		25.0
	State	33.2	31.3	32.1		27.14
Free/Reduced Priced Meals	District	42.2	43.2	41.2		31.0
	State	38.4	37.4	35.6		27.89

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

High Achievement for All Students

One of the greatest and most pressing challenges facing Duluth's schools — and school districts across the country — is ensuring high achievement for all students. Our school district examines educational data and breaks it down into various demographics. Locally and nationally, race, ethnicity, socioeconomic status, and special education are areas where we need to increase student achievement. As educators, and as a community, we want all students to realize their full potential. In recent years, Duluth Public Schools has seen growth in many student groups by implementing evidence based interventions. Our goal is to continue to work as a team to implement evidence based practices to ensure high achievement for all students.

SYSTEMS, STRATEGIES & SUPPORTS:

- Teacher leadership teams receive professional development on effective practice for analyzing all types of student data as part of a comprehensive needs assessment.
- Principal and Continuous Improvement Team (CIT) professional development on the topic of how to achieve equity in schools and how to have conversations about race.
- Ongoing implementation of the Misaabekong Ojibwe Language Immersion program at Lowell Elementary.
- Implementation of district practices for analyzing and addressing disproportionality in discipline practices.
- Integration Specialists are providing student supports to improve academic proficiency, increase graduation rates and improve college or career readiness.
- Improve recruitment and retention of racially and ethnically diverse teachers and administration.
- Implement family engagement initiatives to give parents access to district resources and increase communication (Expanded options for communication to families ex. Canvas and Seesaw, Google Meet).
- Provided professional development on best practices instructing in an online environment. The district hired an online specialist to direct professional development and provide learning opportunities for teachers.
- Pre-K through eighth grade will receive Social Emotional Learning in the classroom using the Second Step curriculum.
- Training on restorative practices is being provided to most support staff (deans, social workers, counselors, psychologists, American Indian home school liaisons, integration specialists) & administrators this year.
- Staff received Trauma Responsive Practices training on October's professional development day.
- Alternative Delivery of Specialized Instructional Services (ADSIS) is a matching fund opportunity from MDE that provides our district with intervention support. The reading interventionists are using leveled literacy intervention and for math we have Bridges. This program is important to support students who are at risk in one of these areas and can be afforded the additional support needed before reaching a special education evaluation.
- The Special Services Department has purchased both reading and math curriculum for our elementary resource teachers. We have expanded this curriculum into both middle schools. Our reading curriculum is Reading Passports which also has embedded support for students who struggle with dyslexia. In addition, we have also provided a phonics based curriculum, Explode the Code. RAVE-O is another curriculum designed to target fluency in grades 2-4. The math curriculum is VMath. We have also been responsive to our setting III needs with STARS and LINKS. We have online subscriptions for Moby Max, New2You and others.

GOAL

Reading and math proficiency will be 90%, with no student group below 85%, by 2025, as measured by All Accountability Tests, All Students Tested.

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested

Reading		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	District	59.6	62.3	63.8	63.5	62.6		56.4
	State	59.5	59.9	60.2	59.9	59.2		52.5
American Indian or Alaska Native	District	36.8	40.1	43	43.4	41.1		27.5
	State	35.2	35.7	35.8	36.3	36.1		27.7
Asian	District	66.1	62.7	71.9	69	73.4		58.8
	State	51.9	53.7	53.1	54.6	54.3		50
Hispanic or Latino	District	47.8	52.1	43.6	48	46.6		38.4
	State	37	38.2	38.4	38.5	38.3		31.4
Hawaiian or Other Pacific Islander	District	*	*	*	*	*		*
	State	49.1	47.6	52.6	48.6	43.2		32

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested

Reading		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Black or African American	District	24.2	26.1	26.7	25.8	23.5		22.1
	State	32.8	33.6	34	34.3	34.7		30.7
White	District	64.9	67.5	69.1	69.3	68.1		61.7
	State	67.6	67.9	68.8	68.5	67.8		59.5
Two or More Races	District	42.4	55.1	53.2	51.9	53		42.4
	State	54.8	55.5	55.8	56.2	55.4		49.7
English Learner	District	26.3	13.3	13.6	29.6	20.7		25
	State	17.5	16.9	14.7	14.3	13.6		9.1
Special Education	District	28.3	29.9	26.8	26.6	24.6		24
	State	30	30.4	30.4	30	29.8		25.8
Free/Reduced Price Meals	District	42.7	44.8	45.7	44	43.6		35.4
	State	40.4	40.9	40.9	40.8	40		32.4

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested

Math		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	District	57.6	58.3	59.1	58.8	55.2		45.4
	State	60.2	59.5	58.7	57.2	55		44.2
American Indian or Alaska Native	District	34.7	36.6	40.3	38.9	26.3		12.9
	State	32.5	31.8	30.9	29.8	27.5		17.8
Asian	District	68.8	66.7	76.9	74.1	76.7		72.2
	State	58	57.2	57	56.1	55		43.3
Hispanic or Latino	District	43.6	37.1	35.3	35.1	38.6		36.3
	State	37.6	36.7	35.7	33.9	31.7		21.1
Hawaiian or Other Pacific Islander	District	*	*	*	*	*		*
	State	45.7	44.8	46.8	41.2	44		27.9
Free/Reduced Price Meals	District	42.7	44.8	45.7	44	43.6		35.4
	State	40.4	40.9	40.9	40.8	40		32.4

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

Percent Proficient, All Accountability Tests (MCA and MTAS), All Students Tested

Math		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Black or African American	District	20.8	25	24.2	19.1	19.2		10.7
	State	30.8	29.9	29.1	28.6	27.3		18
White	District	62.4	63.8	63.9	64.8	61.2		50.3
	State	68.3	68.1	67.6	66.4	64.4		52.3
Two or More Races	District	44.6	43.9	48.4	44.7	42.4		30.4
	State	54.1	53	52.1	50	48.1		38.4
English Learner	District	36.4	11.1	43.5	46.4	40.7		29.4
	State	25.4	23.2	20.7	19.7	17.7		9.2
Special Education	District	28.4	27.7	27.1	28.1	23.2		20.4
	State	30.9	30.4	29.9	28.6	27.7		22.5
Free/Reduced Price Meals	District	40.5	40.4	40.9	39.5	35.2		23.9
	State	40.8	39.7	38.5	36.6	34.2		22.7

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

Graduation

Ensuring that ALL students graduate is a top district priority. Although graduation rates have increased in recent years it is not at an acceptable level. Duluth Public Schools strive to ensure that ALL students are given the support and opportunities needed to successfully complete high school and earn a diploma.

SYSTEMS, STRATEGIES & SUPPORTS:

- Duluth Public Schools is implementing Check and Connect across all secondary schools as a part of a 3-year grant from St. Louis County. Check and Connect is an evidence-based intervention designed to increase graduation rates.
- Duluth Public Schools maintained Career Technical Education (CTE) offerings and availability to students grades 9-12. Students who enroll in two or more CTE offerings graduated at 88.89%; students of color 73%, students with disabilities 67.74%; economically disadvantaged students 78.57% (Based on 2017 enrollment data).
- Duluth Public Schools maintained full implementation of the Building Assets, Reducing Risk (BARR) system of support for all ninth graders at the Denfeld site.
- Duluth Public Schools provides a multitude of options for students to succeed through our Area Learning Center (ALC), Academic Excellence Online (AEO) offerings, homebound and homeless student supports.
- Integration specialists are providing student supports to improve academic proficiency, increase graduation rates and improve college or career readiness.
- Alternative Learning Center (ALC) explored the Minnesota Early Indicator and Response System (MEIRS) data system.
- Due to the challenges of being in full distance learning during first semester, students needed extended time and support to reclaim missing credits. Teachers supported student learning through Canvas modules outside of school time.
- The district and College of St. Scholastica partnered to provide additional tutoring support for students due to the emergency pandemic learning.
- Expanded summer school credit recovery options.
- Grading adjustments (50%) and credit requirement, eliminated final exams for all but College in the Schools.



GOAL

The four-year, on-time graduation rate will be 90%, with no groups lower than 85%, by 2025.

4-year rate (%)		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	District	78.39	75.13	76.04	78.09	76.01	75.41
	State	82.08	82.52	82.68	83.2	83.69	83.83
American Indian or Alaska Native	District	28.57	37.84	54.84	45.71	55	45.16
	State	49.14	49.46	50.65	50.99	50.78	55.74
Asian	District	93.33	68.75	83.33	84.21	*	80
	State	83.46	84.38	85.51	86.59	87.55	89.08
Native Hawaiian or Other Pacific Islander	District	*	*	*	*	*	*
	State	48.89	71.74	62.75	75.61	60.78	73.08
Hispanic or Latino	District	69.23	73.33	73.68	71.43	66.67	77.78
	State	65.86	66.02	66.27	66.75	69.91	70.36

**Fewer than 10 students reported*

Note: Due to COVID-19, no 2020 accountability data is available.

4-year rate (%)		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Black or African American	District	44.44	36.59	36.84	63.64	57.45	53.19
	State	62.23	64.88	64.75	67.42	69.93	69.22%
White	District	82.92	80.49	80.41	82.14	81.11	81.85
	State	87.23	87.5	88.05	88.41	88.65	88.96%
Two or More Races	District	63.16	62.86	62.86	60	50	48.39
	State	68.74	69.66	71.12	71.98	72.33	73.49%
English Learners	District	*	*	*	*	*	*
	State	63.96	63.54	64.69	65.65	67.18	66.16
Special Education	District	54.96	48.62	57.63	61.48	54.55	64.17
	State	60.72	60.72	61.18	62.3	63.01	64.97%
Free/Reduced Lunch	District	62.24	55.52	60.98	61.8	55.21	54.71
	State	67.97	69.07	68.95	70.15	71.05	71.59

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

GOAL

The four-year, on-time graduation rate will be 90%, with no groups lower than 85%, by 2025.

7-year rate (%)		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
All Students	District	81.45	82.72	80.67	84.15	81.39	81.9
	State	84.36	86.09	86.95	87.53	88.07	88.38
American Indian or Alaska Native	District	48.65	47.37	58.33	52.17	47.62	65.7
	State	53.81	56.25	55.92	57.85	58.29	60.39
Asian	District	84.62	87.5	82.35	93.33	93.75	83.3
	State	84.82	87.42	89.71	91.15	91.19	92.17
Native Hawaiian or Other Pacific Islander	District	*	*	*	*	*	*
	State	69.23	62.79	78.79	68.29	80.85	78.72
Hispanic or Latino	District	60	85.71	82.35	84.62	82.35	69.6
	State	65.41	70.54	73.37	76.3	75.74	76.30

**Fewer than 10 students reported*

Note: Due to COVID-19, no 2020 accountability data is available.

7-year rate (%)		2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Black or African American	District	62.75	46.67	47.5	57.45	43.18	59.5
	State	64.69	70.57	72.11	73.14	76.68	77.04
White	District	85.03	86.87	84.03	87.14	86.36	85.4
	State	89.12	89.99	90.67	91.09	91.53	92.01
Two or More Races	District	73.91	75	73.68	83.33	69.44	74.3
	State	67.76	76.01	77.44	78.34	77.87	79.52
English Learners	District	*	*	*	*	*	*
	State	67.47	72.8	76.58	76.82	76.52	78.66
Special Education	District	71.33	66.67	66.41	74.58	67.5	73.4
	State	74.39	76.12	76.74	78.14	78.41	78.35
Free/Reduced Lunch	District	68.07	68.24	64.36	73.09	65.97	70.7
	State	72.1	75.05	76.03	77.22	78.17	78.52

*Fewer than 10 students reported

Note: Due to COVID-19, no 2020 accountability data is available.

College and Career Readiness

Minnesota and Duluth Public Schools define career and college readiness as high school graduates having the “knowledge, skills and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.”

SYSTEMS, STRATEGIES & SUPPORTS:

- Duluth Public Schools has partnered through grants with the Duluth Workforce Center to provide a career counselor split between each high school site to help our most at-risk students explore career opportunities.
- Duluth Public Schools, based on local data, has maintained Career Technical Education (CTE) offerings and availability to students grades 9-12. The district maintained technical certification offerings, articulated college credits, Work Based Learning programming, and experiential learning offerings. Based on 2017 enrollment data, 52.8% of all CTE concentrators enrolled in post-secondary (20% in 4 year; 32.3% in 2 year).
- Duluth Public Schools is developing a district-wide career and college readiness framework for grades 6-12.
- Integration Specialists are providing student supports to improve academic proficiency, increase graduation rates and improve college or career readiness.
- Duluth Public Schools maintain Career Centers at both high schools. Host college and military recruiters, career talks, connections to student job opportunities and scholarship support.
- Due to the ongoing pandemic, Duluth Public Schools was unable to provide its goal of a minimum of five district-wide experiential opportunities for career and college awareness: Wisconsin Indianhead Technical College Career Day, Fond du Lac Tribal Community College Career and College Fair, National College Fair, Construct Tomorrow, Tour of Manufacturing, Education Fair; Specific Career Months: College, Apprentice, Health and Safety.
- Duluth Public Schools partners with community job sites and seminar classes to teach students employment skills. Students may have a job, or will find a job, with help from the work coordinator. The goal of the work experience program is to help students with job seeking and retention skills, through an individual employment plan.
- Families in Transition provide supports to students K-12 that are experiencing homelessness. The homeless liaison assists with such things as attendance, transportation, connections to community resources, ensuring full participation in school activities, advocacy, ect.

GOAL

ACT Composite Scores for each graduating class will increase by 0.2 each year through 2025. The highest score on the ACT is 36.

District ACT	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
All Students	23.3	21.0	21.7	21.3	22.3	23.0	23.2
Statewide	22.7	21.1	21.5	21.3	21.4	19.9	21.6

2021 RESOLUTION OF CONCURRENCE AND NON-CONCURRENCE

AIMS	GOALS	REASONS FOR NONCONCURRENCE	PROGRESS	RECOMMENDATIONS	RESPONSE to be developed by the school board (information provided from departments that own the work)	
KINDERGARTEN READINESS	Increase the number of American Indian students/families in Early Childhood programs to be prepared and ready for Kindergarten. Increase knowledge of cultural differences/similarities of staff to have a safe beginning place for American Indian Students within DPS.	Lack of American Indian teachers/staff in Early childhood level -to provide ongoing culturally relevant support to families and students.(Approximately 2 known teachers of color.) Lack of culturally relevant curriculum.	Oshki-Inwewin was implemented this Fall. WE currently have 17 American Indian students participating in this program. We have 2 staff who identify as American Indian working within Oshki-Inwewin.	Continue to train all staff on culturally inclusive strategies to ensure Early Childhood programs are providing culturally relevant programming. Look at hiring practices and recruitment with Headstart and Human Resources. Integrate culture and language throughout Headstart programs beyond Oshki-Inwewin.		
READ WELL BY GRADE THREE	Increase the number of American Indian students to reading at grade level by third grade. Increase culturally appropriate resources/references into curriculum so our students see themselves in school/curriculum.	American Indian students still continue to score low on reading assessments. Average reading proficiency from 2015/16-2018/19 is 40.49% reading proficiency. Less than 50% of our American Indian Students are proficient in reading.	Curriculum Department purchased books for Misaabekong Ojibwe Immersion program. ELA content specialist selected indigenous focused books that tied to Wonders curriculum and distributed to K-5 teachers. (Note: Those books were purchased by the AIE program)	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.		
CLOSING THE ACHIEVEMENT GAP	Increase American Indian Student Achievement	American Indian students continue to score low on Math assessments. Average for AI students 2015/16-2020-21 is 27.1% Math Proficiency. This does include the SY 2019/20 where testing was waived by the state.	AIE program coordinator has been working with Elementary and Secondary Content Specialist and the PD coordinator on planning a Professional Development opportunity for Math teachers and interventionists focused on Best Practices for American Indian students as well as an Indigenous focus. Antibias training was done district wide	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.		
	Increase American Indian Student Achievement	American Indian students continue to score low on Reading assessments.Average for AI students 2015/16- 2020-21 is 33.1% Reading Proficiency. This does include the SY 2019/20 where testing was waived by the state.	Jim Rock provided PD for specific teachers. ELA specialist worked with Coordinator of AIE and OEE to identify culturally appropriate books for teachers to utilize. Antibias training was done district wide.	Address cultural inadequacies in the intervention model and or develop a tiered system of support that reflects the cultural needs of American Indian students. Train content specialists on culturally specific curriculum resources and provide those resources to teachers/students.		
	Make sure all teachers are aware of, knowledgeable, and teach the American Indian State Standards	Non-inclusive or inappropriate curriculum on American Indians. Not all teachers are teaching (and/or may not be aware of) American Indian State Standards	American Indian focused State Standards have been shared with Content Specialists.	Continue the work of American Indian focused State Standards implementation that began in 2018. Bring awareness to teachers through content area meetings on the American Indian focused state standards and tie resources and training to teachers. Work with the AIHSL in this process, they are a great resource.		

GRADUATION	Raise Graduation rates for American Indian students	All students reach 85% graduation rate by 2020	American Indian students graduation rate is currently at ____ which they did not meet the District goal.	Identify and begin implementation of specific culturally responsive strategies and instruction focusing on meeting the unique educational or culturally needs of American Indian Students. Utilize the four components of CARE, Culture, Achievement, Resilience, Engagement. Focus on the culture of the school. Provide a survey to AI families on what they think the district should do for their students to help them meet the requirements for graduation and keep them engaged in school.		
OTHER ITEMS	Increase staff and student knowledge of American Indians original to the area.	Lack of cultural awareness and history on local tribes such as Ojibwe and Dakota. Also lack of understanding of why there is an American Indian Education Department.	No progress	Provide an American Indian Curriculum Specialist or Instructional Coach.		
	Prioritize General Fund Spending to Instruction and Support of Students in regards to American Indian education	Lack of support for American Indian programming. Lack of Tribal consultation with the AIPAC on the ARP funding or any other Covid dollars that require Tribal Consultation with the AIPAC.	General Fund supports 3 MIsaabekong teachers and .5 Ojibwe language paraprofessional to help at the Middle and High school Ojibwe language classes.	Have a meaningful Tribal Consultation with the AIPAC. Be transparent on where the ARP dollars have been spent. Make sure the CFO and Finance department understand the funding sources of AI Education department and HOW the dollars can and should be spent.		

RESOLUTION

Commitment for an Education Equity Framework

WHEREAS, education equity is the condition of justice, fairness, inclusion, and cultural responsiveness in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials;

WHEREAS, the pursuit of education equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, ethnicities, incomes, and other social conditions;

WHEREAS, eliminating those structural and institutional barriers to educational opportunity requires systemic change that allows for distribution of resources, information, and other support depending on the student's situation to ensure an equitable outcome;

NOW, THEREFORE, BE IT RESOLVED that the Duluth School Board does commit to implementation of the Duluth Public Schools Education Equity Framework, which includes a definition of Education Equity, the Minnesota Department of Education's Ten Minnesota Commitments to Equity and the Duluth Public Schools Tool for Equity Accountability (TEA) form;

BE IT FURTHER RESOLVED that the Duluth School Board hereby directs administration to develop a Duluth Public Schools Education Equity Framework implementation and accountability plan.

By Law Amendments:

- a. Article III, Section 3.2
 - i. Section 3.2 bylaw amendment should read as follows: The EEAC shall remain committed to building consensus around the pursuit of education equity opportunities and will refer to the Commitment for Equity Framework as stated in school board resolution E-6-18-3555 to guide and support EEAC participation.
 - 1. School Board Resolution E-6-18-3555 is Exhibit 1 attached to the EEAC bylaws
- b. Article IX
 - i. Amend language in Article IX Add, ***“and the Office of Education Equity”*** and should read as follows: Operating procedures shall not violate the personnel policies and procedures of Independent School District #709. Operating procedures of this EEAC shall acknowledge--and to its fullest capacity--comply with all laws, acts, rules, policies and procedures that govern education within the state of Minnesota (Specifically noted: Minnesota Government Data Practices Act - Chapter 13) As it is the purpose of this committee to recommend actions regarding planning, implementation, and/or evaluation of various district initiatives or plans, including budgets and budget modifications, ISD 709 ***and the Office of Education Equity*** will provide the EEAC with the necessary budget information and reporting information. This information shall be in accordance with all of the reporting requirements of the current education legislation.

Social, Emotional, Behavioral Multi-Tiered Systems of Support & Project AWARE

Callie DeVriendt - Mental Health/Social, Emotional, Behavioral
Multi-Tiered Systems of Support Coordinator

Jacob Laurent - Climate Coordinator

Multi-Tiered Systems of Support Updates

Second Step:

- ❑ Recap of 'What is Second Step'
- ❑ Data Review: Implementation Year 1
 - ❑ Goal 80%
 - ❑ 3 Data Pulls - Nov, Feb, June
 - ❑ Through Feb. 18th - Lesson Completion
 - ❑ Elementaries (9): 74%
 - ❑ Middle Schools (2): 98.5%

Multi-Tiered Systems of Support Updates

Positive Behavior Interventions & Supports (PBIS):

- ❑ AWARE grant providing site funding allocations for PBIS support efforts/needs
- ❑ AWARE grant providing site team member stipends to recognize the above and beyond work in creating positive school climate. Will be awarded this spring.

Multi-Tiered Systems of Support Updates

Restorative Practices:

- ❑ Trained 51 support staff in restorative circles and dialogue training
 - ❑ This included Deans, Social Workers, Counselors, Integration Specialists, American Indian Home School Liaisons & an MHP
- ❑ Restorative training for Administrators and Principals offered in June
- ❑ Upcoming optional summer restorative practices circle and dialogue training offering for teachers and staff in August
- ❑ Will continue to strategically plan with moving restorative practices forward

Multi-Tiered Systems of Support Updates

Additional Project AWARE Investments:

- ❑ Alternative Seating Funding for Secondaries
- ❑ Funds distributed for calming kits for elementary classrooms (distribute next year)
- ❑ Youth Mental Health First Aid Train the Trainer training for Callie & Jake to become instructors - future training offerings for staff
- ❑ Second Step calming steps and problem-solving steps reinforcement posters and teacher/staff lanyards
- ❑ Purchase a one site license for IM4 to assist with embedding evidenced based tier 2 social emotional learning interventions into our MTSS handbook
- ❑ Ordered restorative practices posters for all school sites with restorative language & restorative language cards for staff. -distribute in the fall along with the restorative chat training staff will receive
- ❑ Fund Callie's Mental Health Coordinator position & also an SEL Interventionist that supported Stowe, Homecroft, Lester Park and Lakewood this school year

Multi-Tiered Systems of Support Updates

Future professional development for staff in the fall & next year:

- ❑ Kognito At-Risk -training to provide education on mental health & suicide prevention
- ❑ Review of district's Mental Health Response Protocol
- ❑ MTSS training overview
- ❑ Restorative chat training for all staff
- ❑ Introduction to calming kits
- ❑ Opportunities for optional mental health first aid offerings
- ❑ CBITS & Bounceback training for Social Workers & possibly some school based therapists
- ❑ PREPaRE training for district and school crisis teams- to strengthen school safety & crisis management & emergency response

New Mental Health Partnerships

Center for Alcohol & Drug Treatment - Started at East & Denfeld (very part time due to CADT staffing shortage but hoping to expand next school year)

Human Development Center - beginning at Denfeld in May

The Area Learning Center and Academic Excellence On-Line: an overview

Total Students: 2,157 as of 3.29.22TH

ALC seat-based: 157 students enrolled thus far.

ALC Independent Study & Credit Recovery: 546 students (year long)

1. Capital improvements have been well-received by our students and staff. We are working through logistics and problem solving as we go.
2. The need for credit recovery is growing. This is a direct result of the pandemic. Failures for 14 and 15 year olds continues to be an issue.

School Within a School: 369 students

1. Middle School: offered at each MS site and grade level
2. High School: offered at each HS site for grades 9th & 10th

Summer School: 227 students

1. Seat-Based Program

AEO full or part-time enrollments: 857 students

1. Average course load for students has more than doubled since the pandemic.
2. Enrollment has surpassed what it was pre-pandemic.
3. We have continued to see enrollment gains without marketing.
4. The number of On-Line providers in Minnesota has doubled from 32 to 64 the last 2 years.
5. The need for flexibility and options is not going away for our students and families.

Partnerships & Grant Opportunity

Loss of hope, chemical dependency, mental health, and life sometimes inhibit success of our students in ISD 709. We want to be the light for students so that they know we care and that we didn't give up hope in them. We will find out in the middle of April if we receive a 500K grant to expand rigorous CTE coursework in partnership with Lake Superior College.

Budget

Immediate Needs for the district: Convert PEAK to Canvas using one-time dollars (ESSER) for continuum of educational programming to maximize student credits. Classroom, summer school, independent study/credit recovery, to ALC seat-based.

Phase 2: Outcomes, Timelines & PDSA Cycles of Continuous Improvement

ACTIONS (What actions will be needed to implement?)	Persons responsible	Resources	Timelines	Desired & Measurable Outcomes
Plan: Develop ALC/AEO Program Evaluation Process for SWS, including listening sessions from stakeholder groups (in-progress)	ISD 709 staff: Counselors, building administrators, CTE, secretaries, teaching staff, TLE Community Partnerships: Essentia, Cirrus, Life House, Yes Duluth, ABE, APEX, Duluth Workforce Development Area Schools: Hermantown, Proctor, Lake Superior College, Wrenshall, Harbor City, Two Harbors Student & Families: Referral based	Program Overview	Ordean East 3.15.22 Denfeld 3.22.22 East TBD Lincoln Park 3.29.22	Program Evaluation -Stakeholder Feedback
Do: TBD				
Study: TBD				
Act: TBD				

Duluth Public Schools Head Start Program

FY23 State Head Start Application

Program	Funding Level	State Funded Enrollment
Families in Transition	\$225,464	12 Early Head Start, 5 Preschool Age
Home Base Head Start	\$163,266	12 Preschool Age
State Grant Total	\$388,730	

The State Head Start Grant fully funds the following positions:

- 2 Families in Transition Teacher/Advocate: 30 hours per week each serving 6 children age birth to 3, and 2-3 preschool age children
- 1 Home Base Teacher/Advocate: 40 hours per week, serving 12 preschool age children

The State Head Start Grant partially funds the following positions:

- 2 Clerical Staff
- Program Director
- 5 Service Area Coordinators
- Recruiter

In addition, grant funds pay for general and classroom supplies, food, transportation contracts, mileage, travel, dues and memberships, printing, conference registrations, lodging, meals, insurance (a small policy is required for each Head Start child), and indirect charges paid to ISD 709.

Duluth Head Start Federal Grant FY 2023

Transportation Waiver

History: In 2017, Duluth Public Schools applied for and received Voluntary PreK (VPK) dollars from MN Dept of Education. This funding was designed to provide a preschool experience for 4 - year olds at schools exhibiting a need. Transportation to and from school was a requirement. Since our district also serves 4-year olds from two additional funding streams, Head Start and School Readiness, it was agreed that transportation would be granted to all 4-year olds attending preschool, as long as the transportation aligns with the elementary school day. This has eliminated access barriers, which can be significant, particularly for Head Start families who must meet federal poverty guidelines to be eligible for the program. Offering transportation results in increased enrollment and improved attendance for students.

Head Start funding has federal guidelines for transporting children that require additional safety measures, such as child restraints and bus monitors (Performance Standards 1303.71(d) and 1303.72(a)(4)). We ask that these measures be waived, so that our children can ride the bus as VPK 4-year olds, and Kindergarten students can.

With children's safety of utmost concern, our Policy Council supports this plan contingent on the following:

Safety Guidelines for Preschool Children on School District Buses

- 1. This opportunity is only for children who have turned four by September 1.**
- 1. An adult must be present as the child is picked up and dropped off. If the adult is not a parent, it must be someone who the parent designates may take the child home from a bus stop.**
- 2. Children will wear safety vests to increase visibility as a preschool student*.**
- 3. Children will sit at the front of the bus, closest to the bus driver.**
- 4. Preschool children will participate in a bus safety presentation on the first day of school.**
- 5. Riding the bus is voluntary. If parents feel uncomfortable putting their child on a bus, they may still self- transport.**

6. Head Start students have to follow Covid-19 guidelines outlined by the Head Start Performance standards, which at this time, include masking*.

***indicates newly revised safety guidelines**

We ask that you waive the requirements for child restraints and bus monitors, so Head Start four -year- old children can continue to access the comprehensive services provided by Duluth Head Start. Enabling access to programs designed to enhance school readiness for children whose families are experiencing poverty, should continue to be a priority for Duluth Public Schools.

Respectfully Submitted by Sherry Williams, Head Start Director

By signing below, you are indicating support for this Transportation Waiver.

Jill Lofald, School Board Chairperson

Date

Felicia Fanaselle, Policy Council Chairperson

Date

Duluth Public School Federal Head Start Continuation Grant

Fiscal Year 2023

Funding Type	Federal Head Start
Program Operations	\$2,500,360
Training and Technical Assistance	\$28,958
Federal Funded Enrollment	224 students
Total Funding	\$2,529,318

This is year two of a five- year grant cycle.

Grant Goals remain:

1. High Quality Inclusion: Navigating Trauma

- Program wide Professional Learning Communities (PLCs) with Early Childhood Special Education staff ensuring collective efficacy in our inclusion practices

2. Walking the Talk of Equity and Inclusion

- Oshki-Inwewin: A program that infuses curriculum with Ojibwe language and culture
- Equity Team: A diverse group of parents and community members providing feedback to our program to best meet the needs of historically underestimated people.
- Continued PD/book studies on the topics of antiracism and best practice for meeting the needs of students most vulnerable to historical trauma

3. Fostering Resilience with a Focus on Health and Wellness

- Increased time in Nature
- YMCA Collaboration
- Health and Wellness Focus for families and staff

We ask that this grant be approved.

Signature of School Board Chair

Signature of Policy Council Chair

Self Assessment 2021

Introduction: Duluth Head Start serves preschool aged children in 7 out of Duluth's 9 elementary schools. With the school district as our grantee, we are positioned well to bridge the gap between home and school.

Methodology:

We are shifting the timeline of our Self Assessment to the end of the year, versus March, when it has historically been done. This gives us an entire data set to use which seems more in line with what we are charged to capture.

Data reviewed: DRDP results: Year end 2021; Program Information Report (PIR); Parent Engagement; Attendance; Staff and Parent Surveys

Team: Planning Team: (representation from each site and job role; parent); Becky Crane, Early Childhood Special Education Coordinator

Key Insights:

2020-2021 was an unusual pandemic year.

Model Changes: Following our school district model, we offered programming in three different modes: Hybrid, Distance, and Full In Person.

Hybrid: Half of the class came Monday and Tuesday, we cleaned on Wednesday, the other half came on Thursday and Friday.

For half day sessions, the am class came Monday and Tuesday, we cleaned on Wednesday, the pm class came on Thursday and Friday. Sessions were lengthened to 5.75 hours. Class sizes were capped at ____.

*Half day sessions remained in Hybrid the full year, as we continued to feel that mid week cleaning would keep potential transmission of Covid-19 down. We also felt it important to maintain a consistent routine for the classes that often have our youngest children.

Distance Learning: There was an approximate month of distance learning. Families were provided with tablets and hot spots if needed, and teachers met virtually with children and posted lessons on the SeeSaw platform. Attendance was challenging to track as there are different ways of accessing SeeSaw: a parent account and a child's account. Additionally, we had a full Distance Learning class that operated the entire year with virtual programming.

Absences: There were more absences than a typical year. Quarantines and Isolation due to positive Covid-19 tests, meant that kids were not in school as they would be in a typical year.

Enrollment was low: Many families opted to keep children out of preschool with pandemic rates climbing in our community. Many classrooms experienced smaller class sizes. Very few behavior concerns were brought up as a result.

Parent Engagement: To keep transmission down, parents were not allowed to enter schools. All parent engagement happened offsite or virtually. For some families this was a great option, but for others it was not engaging enough. It takes a special skill set to engage with families virtually.

Topics and Questions for Self Assessment:

- 1. Are students making adequate progress across all domains and demographics?**
- 2. How are we maintaining our commitment to equity, diversity, and inclusion?**
- 3. Are families engaging with our program in ways that create meaningful change in their lives?**
- 4. Are teachers feeling supported as they navigate challenging behaviors in their classrooms?**

Progress on Goals:

School Readiness

- Despite less time in the program, students made very good progress. Students with IEPs made significant gains across all domains.
- Demographically, students of color, while making great progress, remained lower than their white counterparts, particularly in the area of cognition, with Black and Mixed Race students scoring below 50% in this area.
- Students in half days made similar gains to students in full days, despite only being in school two longer days per week.
- Head Start eligible three year olds scored above 82% in four out of five domains. The fifth domain, self regulation, scored 77%.
- Head Start eligible four year olds scored between 64 and 75% in all domains. (VPK and School Readiness funded children scored between 75 and 81% in all domains).
- Females scored better across all domains.

- Head Start eligible students on IEPs made significant progress, moving up 20-49% in all domains.
- Smaller class sizes due to limited enrollment, coupled with more lengthy absences had teachers identifying fewer behavior concerns.

Equity Team

- Parents on the Equity Team felt that students of color need to see teachers of color at school. We have very low staff turn over, but this was expressed over and over. Every effort will be made to have people of color in leadership roles in classrooms.
- Parents on the Equity Team also encourage the use of books and materials that reflect the racial makeup of the class.

PFCE

- Many Family Strengths Surveys were completed in the fall, and around half were completed in the spring.
- Most families were looking for crisis assistance
- Most families hear about our program through word of mouth.
- One third of families felt they did not receive information that helped them understand their children better.
- Close to half of families did not make connections with other families
- Parents were not allowed in school buildings to reduce the spread of Covid-19

PIR

- 34% of students are overweight or obese in the fall.

Staff Survey

- Staff seemed to appreciate holding virtual staff meetings.
- Smaller class sizes seemed to result in fewer challenging behaviors.
- The times challenging behavior was most common was during transitions and teacher directed large groups.
- Aggressive behavior, running away, and high volume yelling and crying were the top challenging behaviors.

- Keeping an online platform like SeeSaw allows teachers to easily share photos with families and the program to share program wide information with families.

Recommendations

School Readiness:

The Social Emotional Domain saw the lowest scores in the DRDP. This will continue to be an emphasis in classrooms, particularly as the classroom experience as we know it was interrupted multiple times due to Covid-19 in the 2020-21 school year.

Continued monitoring of the achievement of all sub groups will be important as we work to achieve success for all.

We must also determine if our current process of monitoring rate of growth is sufficient, or if we should also have target goals within each domain.

Equity Recommendations:

Closing the opportunity gap needs to be an ongoing goal for our program, to assure that all our preschool students have similar experiences as their peers.

Diversifying our staff in any way possible should continue to be a focus as vacancies occur. If we are not drawing a diverse pool of applicants, we need to access diverse representation from community partners in any ways possible, to provide connections and role modeling critical to students and families of color.

PFCE Recommendations:

Each site needs to offer a menu of options for families to participate in, and determine at the site level, how to best reach families. For some sites, that may be a Family Night, for others small groups of families gathering for coffee and conversation.

When parents are allowed to fully participate, we will need to spend time rebuilding the Parent Committee to advise and steer the direction of family engagement at the site level.

Data tracking in this area will continue to be improved. Close monitoring of data going into Child Plus will help us identify where additional procedures need to be implemented.

Concerted effort needs to be given to make sure all families are given information that helps them understand their child better, and that they have opportunities to connect with other families.

Health and Wellness:

With teacher burnout and stress a serious concern, we need to respond to concerns teachers are sharing, and do what we can to best support them.

We need to support Health and Wellness with students, families, and staff by continuing to partner with the YMCA, and other local organizations with similar health and wellness goals.

Respectfully submitted to the Governing Board and Policy Council for approval on April 5, 2022. As we shift this process to June, a second self assessment will be completed at that time for the 2021-2022 school year.

Signature of Governing Board Chair

Signature of Policy Council Chair

School Resource Officer Review Information for COW Discussion - please click on the links below

Board Resolution	Board Resolution
SRO Job Description	SRO Contract
SRO Training	National Association of School Resource Officers - Officer KH Training Officer CG Training Officer WS Training Officer JH Training SROs recently completed training for Fair and Impartial Policing that focused on bias-free policing practices and policies.
Student Presentation	Presentation and Student Concerns Meeting
Student Citation Data	2021-2022 Citation Data as of March 15
Student Discipline Referral Data	Student Data
Administrators' Presentation	2020 Presentation
Marnita's Table	Presentation and Data
NAACP Letter	Position Letter
Student and Family Handbook	2021-22 Family and Student Handbook



NAACP, Duluth Branch
September 22, 2021

For Immediate Release

Duluth Branch NAACP Demands Alternatives to School Resource Officers in ISD 709

Over the past decade, the Duluth Branch NAACP has been closely involved with conversations and initiatives surrounding the use of School Resource Officers (SROs) in the Duluth Public Schools, ISD 709. Throughout this time, the Branch has maintained its position that SROs have a disproportionately negative impact on BIPOC students. The Branch has proposed and promoted a number of alternative strategies for social and behavioral interventions in the schools, yet SROs continue to remain as a central piece of the district's approach to managing behaviors and disciplinary actions. The following document summarizes data indicating the negative impacts of SROs on BIPOC students. Subsequently, the document reiterates alternative intervention strategies that the Branch would like to see implemented in place of SROs.

ISD 709 disciplinary data (Source: [Propublica](#), based on [US Department of ED CDRC surveys](#)):

- The current system of discipline disproportionately impacts students of color, working class students, and students with disabilities and/or special education.
 - For ISD 709, Black students are 7.2 times more likely to be suspended than white students
 - Hispanic are 4.5 times more likely to be suspended than white students
 - Native Americans are 4.6 times more likely to be suspended than white students
 - Students of two or more races 4.9 times more likely to be suspended
- There are significant disparities of race and discipline between Western and Eastern Duluth schools
 - **At Denfeld (west):** the racial demographics of the school were 9% Black, 72% white, 3% Hispanic, 6% two or more races, 6% Native American. Black students are 5.4x, two or more races are 5.4, and Native American students are 3.1x more likely to be disciplined.
 - **At East (east):** the racial demographics of the school were 3% Black, 88% white, 2% Hispanic, 3% two or more races, 2% Asian or Pacific Islander, 2% Native

American. Black students are 8.3x, two or more races are 8.3x, Hispanic students are 12.3, and Native American students are 12.3x more likely to be disciplined.

- **At Lincoln Park (west):** the racial demographics of the school were 10% Black, 69% white, 4.8% Hispanic, 10% two or more races, 4.2% Native American. Black students are 5.5x, two or more races are 4x, Hispanic students are 4.8, and Native American students are 4.2x more likely to be suspended.
 - **At Ordean (east):** the racial demographics of the school were 4% Black, 86% white, 2% Hispanic, 4% two or more races, 2% Asian or Pacific Islander, 2% Native American. Black students are 17.4x, two or more races are 8.5x, Hispanic students are 7.2, and Native American students are 7.2x more likely to be suspended.
 - **At Congdon (east):** the racial demographics of the school were 5% Black, 80% white, 2% Hispanic, 6% two or more races, 4% Asian or Pacific Islander, 3% Native American. Black students are 20x and Hispanic students are 20x more likely to be suspended.
 - **At Laura McArthur (west):** the racial demographics of the school were 7% Black, 69% white, 4% Hispanic, 14% two or more races, 2% Asian or Pacific Islander, 6% Native American. Black students are 8.3x, two or more races are 8.3x, Hispanic students are 12.3, and Native American students are 6x more likely to be suspended.
 - **At Piedmont (west):** the racial demographics of the school were 7% Black, 67% white, 2% Hispanic, 17% two or more races, 2% Asian or Pacific Islander, 6% Native American. Black students are 4.2x, two or more races are 4.9x, Hispanic students are 8.4, and Native American students are 12.3x more likely to be disciplined.
 - **Yellow** is high school data, **green** is middle school data, and **blue** is elementary school data.
- In 2017-18, of the 78 incidents where the responding officer was an SRO in the middle and high schools (45 of those students were Black or Native American); in 2018-19, SROs responded to 88 incidents (43 of those students were Black and Native American)
 - This makes sense because according to the job description of the Duluth SROs - they are sworn police officers first, but have no requirements for training in education or child development.

Impacts of having SROs within the district:

- These disparities in suspension and discipline → materially limits opportunities of our students and may result in:
 - Lower test scores and lower graduation rates (57.45 for Black students and 52.18% for Native American students district wide in 2017-18)
 - Fewer going to college
 - Less attendance
 - Disproportionate discipline makes it:
 - Harder for students of color to participate in advanced placement classes
 - At Denfeld, white students are 4.4x more likely to enroll in AP, while they are 5.9x more likely than Native American students

- Such comparisons are not available for East (numbers may be too small to report and maintain student privacy)
 - Harder to participate in extra-curricular, including sports and music
 - Sports and music are high-impact practices that encourage engagement - we should be increasing access, not decreasing it
- SROs command considerable resources. The new contract for SROs in ISD709 is \$277,096 for four officers. On the other hand, the median salary for a school counselor is \$56,310 (less in Minnesota, according to BLS). More counselors would provide more student-centered options. They are not resources for the students.
- Schools should utilize a student-focused model, When students have the resources they need, they thrive. Resources should be directed to students, instead of police officers.

Alternative strategies to eliminate and replace SROs within the district:

- Current and former students from East and Denfeld organized with NAACP to address these disparities (before COVID)
 - They asked for:
 - Expand restorative justice principles the schools
 - Employ restorative justice circles
 - Implement addiction help programs as an alternative to punishment
 - Increase the number of mental health professionals within ISD 709
 - Provide a survivor advocate
 - Train all staff in racial, disability, queer and working class justice
- We recognize that student behavior may require intervention, and request some specific restorative practices that tend to the emotional needs that may contribute to behavior, including:
 - [Meditation or yoga](#)
 - As regular practice (helps center students, build coping skills)
 - Intervention
 - [Saturday \(or after school time\) School](#) (school provides transportation or bus passes)
 - [Specific engagement with disaffected communities](#)
 - [Exercises to develop empathy in teachers](#)
 - Employing restorative justice circles and crisis intervention resources
 - Community collaborative, network of advocates to support students and families
 - Engage in other high-engagement activities, including volunteering
 - Link to existing programs and partners, where appropriate
- In addition, to facilitate implementation, the district should develop a school-based and district wide community of practice, so educators implementing training can learn from each other to increase the amount of implementation

Thank you for taking the time to review this document. We look forward to the opportunity to discuss and implement alternative strategies to the use of SROs in Duluth Public Schools. Please feel free to reach out to branch@duluthhaacp.org with any questions regarding this document.

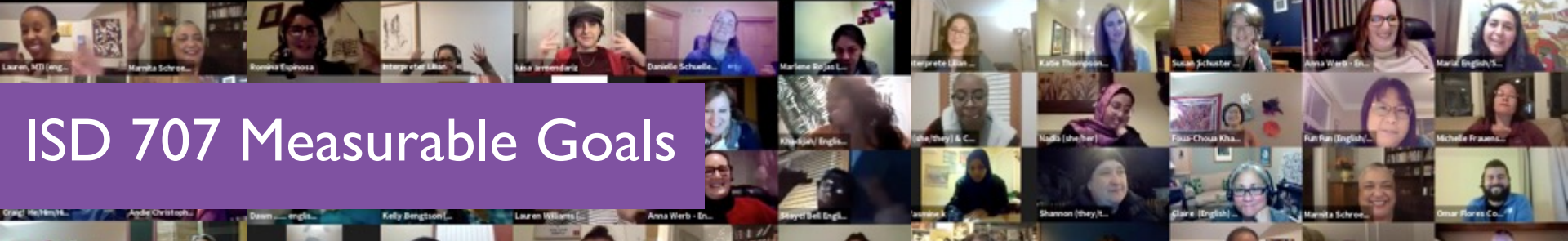
Sincerely,
Duluth Branch NAACP



**Duluth Engage! School Safety
School Resource Officers
Community Conversation
Community Feedback Debrief
February 2022**

All photos taken during Intentional Social Interactions





ISD 707 Measurable Goals

Project Goals	Measurable Indicators of Success
<p>Deliver a transparent engagement process to hear the experiences and recommendations of students, staff and community members related to School Resource Officers and school safety.</p>	<p>80% had a chance to share their perspective of School Resource Officers.</p> <p>80% learned something new about the role of SROs.</p> <p>Transparent reports now available on projects.marnitastable.org, for the community to read, including all raw data and findings from the conversations as of Monday, February 7th, 2022.</p>
<p>Engage a diverse group of Students, Staff, Families, Community Organizations, Unions, Administrators & Local Tribes.</p> <p>We will work with ISD 709 Integration Specialists to center the voices of marginalized community members.</p>	<p>Use polls, in-room counting, and demographic data from sign-in forms to measure those welcomed and engaged throughout the project.</p> <p>80% of participants say that they met or conversed with someone across self-identity (ex: race, culture, age, community role, home school.)</p>
<p>Provide recommendations directly from the voices of the community.</p>	<p>Deliver presentation including major themes and community-based recommendations based on raw and unfiltered reportage.</p> <p>360 report and raw data available online.</p>

We made every attempt to ensure that:



voices of individuals
from communities
that have historically
been marginalized



the process was fair
and unbiased



the widest range of
voices possible

What we found:

- Not just low trust or lack of trust
- Very high distrust, antipathy and assuming the worst

Resulting in:

- Fear of retaliation for speaking
- Assumption that the process would be biased
- Anger that they felt their voices weren't going to be heard or respected
- Anger that an outside organization was hired
- Addition of survey
- Addition of multiple points of contract/Multiple events

Resource Overview

Went from 2 engagements to 8 conversations and an online survey

Budget \$30,000

Actual Expenses to date: \$67,742.96

Equity Grant to ISD 709 \$40K+

Approximately 1/3 Back to the Community

Outreach & Event Support \$5,220.00

Event Food & Beverage \$3,768.10

Outreach & Event Supplies \$856.94

(Not including travel expenses, out for MTI staff utilization of local businesses)

Outreach Overview- IZI Engagements

ISD 709

- Activation of Integration Specialists
- Internal School Communications- Emails & Newsletters

Marnita's Table Team

- Calls and emails to 17 organizations in Spring & Summer
- August Outreach Specialist two-day visit to Duluth to distribute flyers and direct invitations to 9 community businesses; 20 community organizations; door-knocking at west side neighborhood homes
- Commitments from Community Action Duluth, Life House, Adult & Teen Challenge, Women Resource Center, Damiano Center, Mentor Duluth and the Duluth NAACP to share with community members

Outreach Overview – Survey Engagement

ISD 709

- Activation of Integration Specialists
- Internal School Communications- Emails

Marnita's Table Team

- August outreach included paper surveys and was successful in obtaining 17
- October emails to community organizations with commitment from Duluth NAACP to share with membership



PARTICIPATORY ACTION RESEARCH PROJECT OVERVIEW

Events: $n = 8$

May 27th, September 22nd, 23rd, 30th

Event Participants: $n = 222$

Survey Participants: $n = 225$

Demographics: Staff, students, community members. Events: 21% IBPOC, 70% youth (under 24)

Host Schools: Lincoln Park Middle School, Denfeld High School, Ordean-East Middle School, East High School

Languages: English

Mindstorm Themes

Key themes emerging from small-group discussions:

- **Need more funding for guidance counselors** and more support staff for larger school populations (1500 students for 3 counselors), **many find counselors and teachers a more useful resource**, sense that “there are other people in the building who do the same thing, but better; **teachers appreciative of communication support from SROs**, and point out that other kinds of support staff with walkie talkies could provide similar function
- **Widespread interest in receiving more detailed information about SROs, job descriptions, duties, training**; expectations of upholding the law without using excessive force, specific concern about tasers and guns (armed presence), many see SROs as escalating force, a few as bulwark against “ghetto kids” suggesting embedded assumptions about what makes a student or an incident a problem, some parents reluctant to see firearms in schools (no matter who is carrying them)
- Questions about **efficacy**, impression among some students that SROs aren’t able to help in a worst case (active shooter) scenario, pointing out that **“Parkland had an SRO,”** and that **outside police would in any case be necessary and present during such an event** (redundancy),
- **Fighting at school a primary concern; common view that SROs are most effective at stopping active fighting among students**, less useful for other tasks than conventional police or other school staff, **however social media/video recordings and sense that “school already feels like prison” reported to exacerbate violence and fighting on campuses**, concerns about ability of SROs to address the root cause

“Black Lives Matter. We need equity to achieve safety. Moving forward we should adopt a better way of engaging with youth. We were in a social justice public school in Seattle, Orca K-8. What helps more than cops is garden class and social events and a playground with climbing structures and stuff to engage youth to play... but instead ISD709 has allowed middle schoolers to use cell phones in school for entertainment, disengaging from one another while creating a class divide. This further divides kids by bringing the element of time-wasting scrolling into the learning and in-person socializing environment. I thought we had until high school to deal with this crap. Speaking of, adapting to a healthier food service would do these kids good. Behavioral problems can often be traced to a high sugar/carb/preservative laden menu. I hope we can use resources better to create a new effective model for Duluth schools. Thank you for listening!” – Family member of student, Lincoln Park **(Survey response)**

“SROs can be a positive addition to school environment and culture. Being clear about the expectation that they are to engage in positive interactions has been powerful. Of course, some of this depends on the personality of the officer. I have been appreciative when SROs are willing to come to my Social Studies classes to discuss with students about their role as it pertains to government, and our rights. Having an officer in the building can help build bridges and trust in communities that historically haven’t been provided that. Additionally, with increase of gun, physical, and online violence I feel safer knowing that we have someone trained to respond in an emergent situation. In our society I don’t realistically see a future where we don’t have some form of law enforcement. Having open conversations and developing relationships will hopefully help to strengthen this divide in the community which could lead to more positive outcomes in the present and future.” – Family member of student, Ordean East Middle School **(Survey response)**

“I’ve had experience with both [SRO name] and [SRO name] at Denfeld, as a staff member, and with [SRO name], as a Foster Parent. With every case it’s always been positive, and we’ve been able to come to a consensus of what needs to happen. In each situation I would have been at a loss of what to do if they [SRO’s] hadn’t been there.”

“The SROs are there to uphold the status of the white students. Otherwise, they are intimidating and show [off their] power of being able to arrest you. [The] community is upset with [the] school district. [They have] taken away staff of color. [It’s] not a good feeling for students of color because not much staff of color. Students are leaving due no people of color.”

“They are a positive resource when used properly.”

–In-person event participants

“Consequences shouldn’t be punitive. We should be trying to understand the root issue: why did the person do what they did? How can we help that person in the future?”

“Schools set-up people for the rest of their lives. We need to recognize that responsibility and then honor that by changing the way we engage conflict.”

“If you only see the SRO’s as scary, why should SRO’s expect students to come to them when they feel endangered?”

“There are clear racially discriminatory practices in policing. We need to be able to trust police to be just in their practice; and that’s not happening now.”

“I would much rather have a counselor instead of a police officer and a counselor that doesn’t just do scheduling. East has a lot of mental health issues, and they say they will solve it, or they set up a weird office but then they don’t do anything about it and say that it’s because of funding. I think that instead of paying [for an] (SRO) maybe there should be more counselors. All [the SRO] does it sit there and walk outside. There was a person with a blue lives matter flag and all he did was flag him out. On Tuesday we had a moment of silence for George Floyd, and they drove their trucks and blew air horns, and a hall monitor took the away, it wasn’t [the] (SRO). Every time we expect an SRO to do something they don’t.”

“I think because people are aware of [the SROs], they deter crime.”

“I value that he’s a member of the community, a way to improve other schools is making sure they have an SRO like [ours].”

“As part of the LGBTQ community, I don’t feel safe with the police officer [at my school]. He continues to call me a girl, when I do not identify as a girl.”

“Some minorities may have different opinions because people and cops may be prejudiced against them. I’m gay and I’ve had some bad experiences with the police. Gay people in my family have had bad experiences.”

“Honestly, there is nothing that adults do when I tell them that I’m being bullied. Historical context matters. My family hasn’t had good experiences with police officers.”

“It’s weird how we have police and we’re in middle school.”

“Disorderly Conduct is really subjective; this is the police version of disruption. Those areas that are more of a gray area, how do we address these situations? We need to remove the bias from these situations. There is more to the story in multiple situations.”

“My son struggles a lot with mental health and his experiences with SROs haven’t always been great.”

– In-person event participants

Mindstorm

Themes

Key themes emerging from small-group discussions

- **No “one-size solution,” need to take IBPOC experiences and context seriously into account; “disproportionate arrests of black students”** for the same offenses committed by other (white) students; concern on the part of **parents reporting SROs targeting boys, esp. Native, Black and other boys of color for undue attention and suspicion** (i.e., frequent unmotivated searches); concerns that SROs known to parents and community are all white and male, **students with mental illnesses and disabilities written up for “disorderly conduct”**
- **Students with positive SRO relationships express sense of safety and comfort with SROs, greater confidence in their efficacy**, SROs viewed as friendly and helpful when they listen to students, take their concerns seriously, treat them with respect and help address challenges students raise; **students with multiple avenues of positive contact who knew SROs by name report better outcomes** and impressions (“the [current SRO] was my football coach,” or “SRO was my friend’s dad, that positive connection was really helpful.”)
- Female student participants especially express **some concern that they would not feel safe or confident** about being taken seriously **when speaking with an SRO about sexual assault**; LGBTQIA+ students describe misgendering, **queer students and students of color less frequently describing interactions as positive or safe**; students asked to speak with SROs about incidents of which they have knowledge commonly report being treated with suspicion, assumptions made, feeling discomfort, sometimes being asked not to tell anyone they’d spoken with an SRO.

“Our counselors are also a great resource. Sophomore year my parents got divorced and I trusted that I could go to them for help. We have a good environment for getting help.”

“I think the SRO should be there to facilitate safety, not to make you feel nervous.”

“Growing up I had bad interactions with police because my mother was an addict. I’m worried school police will treat me the same way.”

“This is the first time we’ve been able to share our voices on this and that’s really great. I wish the school would give us more opportunities to share what we believe. It’s June and this is the first opportunity to share what we believe.”

“A lot of students now don’t support the presence of SROs — there was even a presentation one of the students gave not too long ago about how they don’t want them around... The students took it on themselves to address SROs in the schools. Before that time, the schools weren’t discussing those issues at all. The school had not had any incidents that had made SROs a problem [for decision-makers].”

“When lockdowns happen, teachers make us feel safe.”

Conversation among one community group at Denfeld September IZI:

— Why is there so much conflict in the school?

—It’s not the teachers. It’s the kids having problems with other kids. They fight off school and will bring the drama here to school. The crowd follows winners and make it bigger fights than they would have been. Social media aggravates it by publicizing it. Kids are bound to their phones, quick to record even an argument. The calm argument gets blown outta proportion and the fire is fueled by friends who tell them to beat up the people talking s—t. There’s an attitude of Oh you’re tough, let’s fight. Or, Oh this person beat you up, huh? And then they fight over that. I am willing to fight too even, if I feel like I’m not getting help when I’ve asked for it.

— School feels like dog eat dog. One fight leads to another fight. It’s a real problem.

— How can more SROs help? Can they really get to the root of the problem? Will more SROs even solve these kind of problems?

— [Faculty/staff name]’s room feels safe. Students hang out there after school. Restorative Circle at Lincoln is based on idea that there is a tight group, under 20 people, and you’re responsible to be respectful. Students confront the “don’t snitch” people, or people escalating issues. If you bring more SROs, won’t school feel like prison? Shouldn’t we try another approach?

— In-person event participants

Mindstorm Themes

Key themes emerging from small-group discussions:

- **During some students’ interactions with SROs, felt as though officers did not listen** to reports about incidents at school and brought faulty assumptions to bear, several not comfortable speaking with SROs at school — individual officers may be exceptions (“They all love [SRO name]... he’s a real resource.”); **students believe SROs are supposed to come speak to classes, but have not experienced this kind of casual, relationship-building** interaction
- **Students enthusiastic about opportunities to provide feedback in a serious forum**, interested in ongoing discussion, some participants pointing to student-lead initiatives to research and report on SROs in their schools positively
- **Students commonly express interest in SROs trained in working with youth and kids**, and occasionally concern about teachers responding to fights, preferring to see SROs intervene in outbreaks of violence and to provide assistance in suppression of drug use on campus; **another contingent of students interested in small-group support and mediation (as in the restorative circle at Lincoln)**
- **General interest in (and gratitude toward) teachers and other staff members who carve out time to listen**, whole school community context important, as is student background and experiences with police outside the school context

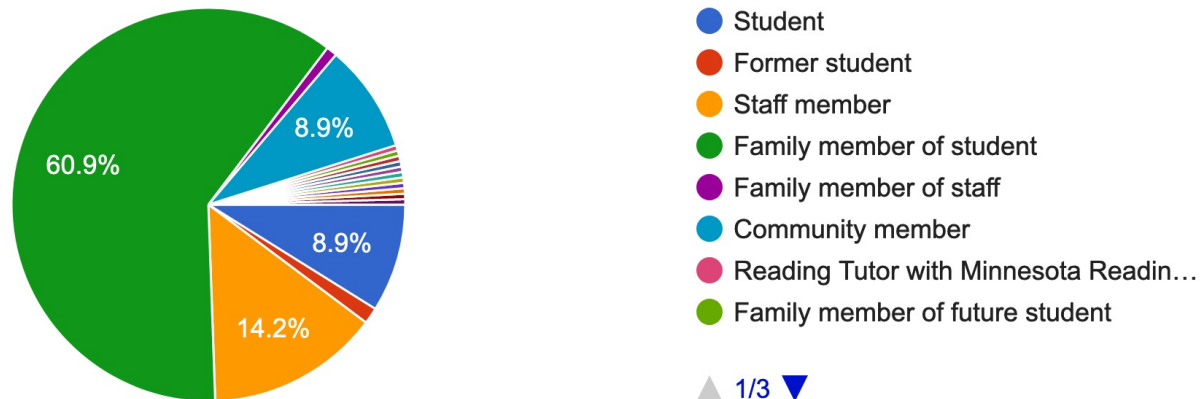
Survey Results:

N = 225

School Affiliations: Denfeld (High), East (High), Ordean (Middle) Lincoln Park (Middle), Lowell (Elem.), Congdon Park (Elem.), Laura MacArthur, (Elem.) Lester Park (Elem.), Piedmont (Elem.), Stowe (Elem.), Homecroft (Elem.), Myers –Wilkins (Elem.), Grant (closed 2011) Harbor City International, UMD

What is your role at that school?

225 responses



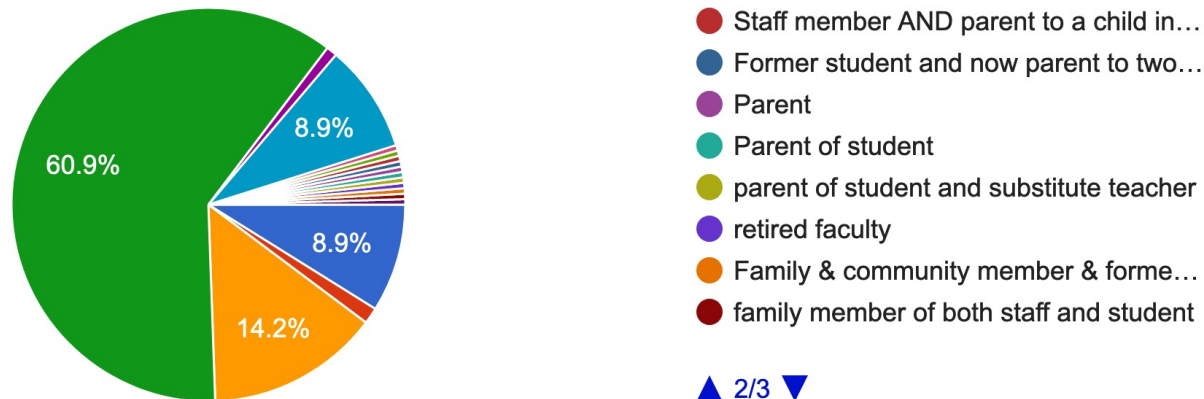
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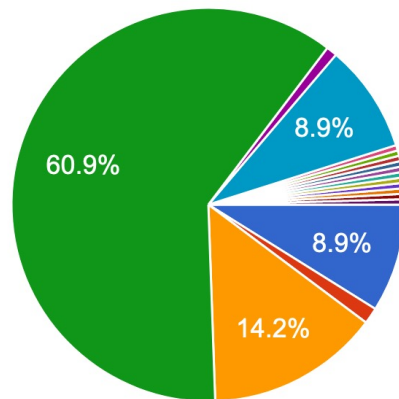
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What is your role at that school?

225 responses



● I am a former staff I have family who currently work at Denfeld and I'm a Community member

▲ 3/3 ▼

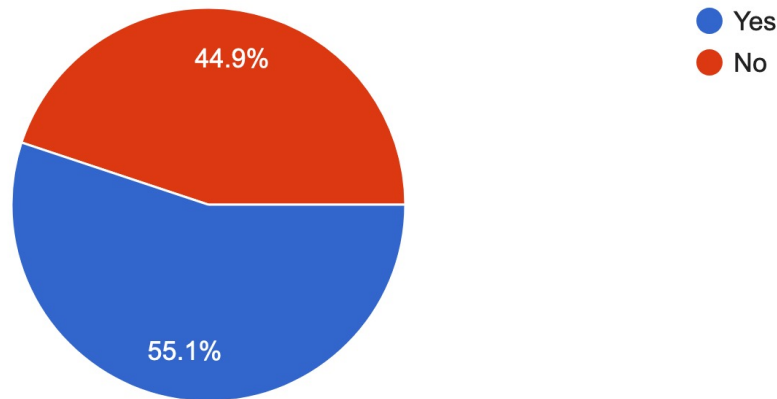
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Have you had any experiences or interactions with School Resource Officers (SROs)?

225 responses



Survey Question: If you have had an experience or interaction [with an SRO] what was it like?

Responses: n = 136

Q Response Rate: 60%

Positive (76%), Negative (4%), Mixed (3%), Neutral (7%), No comment or N/A (10%)

Survey Question: If you have had an experience or interaction [with an SRO] what was it like?

Key Takeaways | Positive experiences: n = 103 (76%)

Keywords/themes: “polite,” “professional,” kind/friendly/welcoming, relationship-building, specific officers mentioned by name

Examples: *“My personal interactions with SROs have been very positive. They have been friendly and welcoming. They have been active and engaged in the life of the school (coaching, greeting students as they walk into school, participating in community events) and the students in and out of the building. However, I see things through the lens of a white woman who grew up thinking/experiencing law enforcement to be positive and safe people to turn to when in trouble and with character to emulate. Our son is white and sees things similarly.”* – Family member of student, Ordean East Middle School

– Staff member, Ordean *“I’ve had nothing but positive interactions. The SRO is in the hall, talking to kids and helping them find their classrooms, open lockers. The SRO at my school seems very interested in building positive relationships with staff and students.”*

“Most of my experiences (up until this year) have been proactive. The SRO talking with students about what to expect about court, foster situations, laws, etc. They have also humanized police officers who often shared experiences about being a parent, child, teen and sharing their sense of humor. They have been essential when dealing with reactive experiences as I have had several students take an overdose of pills while at school. Their professionalism and quick actions saved lives. They are the first people everyone looks toward when we have had threats or alarms going off. They are extremely well trained in de-escalation and keeping everyone calm.”

– Staff member, Denfeld HS

Survey Question: If you have had an experience or interaction [with an SRO] what was it like?

Key Takeaways | **Negative** experiences: n = 6 (4%)

Keywords/themes: “uncomfortable,” “frustrating,” “unwanted,” “bias,” “punishment” vs. trauma-informed

Examples:

“Uncomfortable.” – Family member of student, Lowell

“Very frustrating. It involved a criminal sexual assault which was ultimately not investigated.” – Former student, Ordean & East

“I didn't like my interaction” – Family member of student, Lincoln Park

“[They] just talk about needs, not children” – Family member of student, Laura MacArthur

“[There is a] Negative bias against Native/Latinx famil[ies]...[including the] assumption that all siblings in the family were then destined to be 'failures' [after the interaction]. [The focus was on] punishment, consequences versus helping families with underlying intergenerational trauma.” – Family member of student/former student/community member, Lowell

“Unwanted” – Family member of student, Ordean

Survey Question: If you have had an experience or interaction [with an SRO] what was it like?

Key Takeaways | **Mixed** experiences: n = 4 (3%)

Keywords/themes: “polite, but...” [not knowledgeable about next steps/aware of power dynamics, etc.], concerns about minority experiences and school environment for people of color

Examples:

“The SRO was polite, but not knowledgeable. He seemed to feel his job stopped when he issued the citation and had no knowledge of what happened next.”

“Mixed personally [in my opinion as former] staff, [so I have] concerns re[garding the] climate for poc [people of color].”

“I met them through community organizing events and at Marnita's Table event. [The SRO] seemed like a nice person, but maybe a little ignorant about power differentials that exist.”

“[I had an encounter] briefly at the beginning of this year. He was very polite. In my own high school career, I had encounters too and [that SRO] was a jerk, but I didn't grow up scared of cops. I learned keeping my mouth shut and saying ‘yes, sir’ got you a long way. Even if you thought you were right.”

Survey Question: If you had an experience or interaction [with an SRO] what was it like?

Key Takeaways | **Neutral** experiences: n = 10 (7%)

Keywords/themes: “okay,” neutral description of encounter context/details (“casual passing in the halls,” “picking up my child from school,” “reached out for help with my child,” “walking around the playground at lunch,” etc.)

No Comment or N/A responses: n = 13 (10%)

Keywords/themes: responses mostly consist of no comment, N/A, “never had a[n] experience,” or “don’t know/is this new?”

Survey Question: If you know anything about SROs, what do you know?

Responses: n = 183

Q Response Rate: 81%

Key Observations: policing and relational roles central in community understanding, resource for school safety highlighted but defined differently by different respondents, desire for positive interactions among students and SROs

Survey Question: If you know anything about SROs, what do you know?

Key Takeaways | Knowledge about SROs

Keywords/themes: “police officers,” to build relationships, keep the peace, provide safe environment for students and staff, “law enforcement services,” “more than a cop,” role model, to provide positive policing experiences, to prevent school shootings/violence/bullying; some concerns about specialized training for schools, racially differential treatment, aggressive responses to students (taser, arrest) and questions about efficacy of SROs

Examples:

“They are police and will protect the students. [Their job is to] apprehend criminal offenders inside of the school.”

“SROs are police officers, chosen by the DPD. They do not have special training to be in educational settings and vary in the way they interact with students of various cultural backgrounds.” – Community Member, East High School

“They are DPD officers contracted to be on site at the 4 secondary schools. The district pays most of their salaries to the city. They are not intended to be issuing citations or arresting students, though the data on those interactions has not been made readily available. I believe (from DPD’s social media posts) they are all white officers this year, and some are new to the role.” – Family member of student, Lowell

“They serve us by building relationships with kids and by protecting in the event of emergencies.” – Staff member, Lester Park

“There [sic] role is connecting to all families/students. Greet students/staff daily. Work to resolve issues positively. They keep our students /staff safe.” – Staff member, Ordean East Middle School

“Their historic role is for safety and crime prevention in schools.” – Community member, Congdon, Ordean, East, Denfeld and Harbor City

“Building relationships with kids before issues arise is key. SROs do not want to intervene unless absolutely necessary but do so appropriately and swiftly when needed.” – Staff member, Piedmont

Survey Question: If you know anything about SROs, what do you know?

Key Takeaways | Knowledge about SROs

Keywords/themes: “police officers,” to build relationships, keep the peace, provide safe environment for students and staff, “law enforcement services,” “more than a cop,” role model, to provide positive policing experiences, to prevent school shootings/violence/bullying; some concerns about specialized training for schools, racially differential treatment, aggressive responses to students (taser, arrest) and questions about efficacy of SROs

Examples:

“Their role is to provide safety within the school setting. I know there are students who feel safe with them in the schools, and there are students who do not feel safer.” – Staff member, Laura MacArthur Elementary School

“An SRO is in the building to build positive relationships with students that may have had negative interactions with the police. That trust goes into the community when they see our SRO at events etc. Our kids at Lincoln really like Officer [name]. They assist when needed with things such as fights or illegal substances.” – Staff member, Lincoln Park Middle School

“My daughter was involved in a fight the last week of school last year. The SROs did nothing. There is also an SRO that wears and/or has “Blue Lives Matter” materials which is incredibly offensive and can’t be very good for that SRO’s effectiveness. If anything, it probably inflames unrest.” – Family member of student, Ordean East

“I grew up with SROs and I know that they create an environment of fear and mistrust in schools, especially for people of color.” – Family member of student, Lowell

“[I know] that they can make students of color, lgbtqia+ students and students with disabilities uncomfortable and often unequally targeted.” – Family member of student, East High School

Survey Question: If you know anything about SROs, what do you know?

Key Takeaways | Knowledge about SROs

Keywords/themes: “police officers,” to build relationships, keep the peace, provide safe environment for students and staff, “law enforcement services,” “more than a cop,” role model, to provide positive policing experiences, to prevent school shootings/violence/bullying; some concerns about specialized training for schools, racially differential treatment, aggressive responses to students (taser, arrest) and questions about efficacy of SROs

Examples: *“They foster great relationships with many students, and also are front line protection for students and staff.”* – Family member of student, East High School

“They build relationships with students and offer a feeling of protection at school.” – Staff member, Lincoln Park

“They are available as a safety resource to the school and hopefully help to prevent threat from use of weapons or force to compromise the school/students/staff.” – Family member, Ordean

“A student resource officer is a Duluth police department officer assigned to each school. This officer is a resource for the staff of the school to utilize in the event of a physical altercation, dispute, or have the skills to see drugs, alcohol, etc. on campus. They are also a presence on campus to keep my child safe and also hopefully be a role model to the students.” – Family member of student, Denfeld

“I know two of the officers through youth sports, so I know them on a personal level. Very kind, compassionate individuals. Also, Officer [name] was at East High School and helped prevent a school shooting three years ago. I know that having SROs in the building can help curb that sort of violence. They also establish quality relationships within the community by getting to know the students and family personally.” – Family member of student, Lincoln Park

Survey Question: Are SROs important to have in schools? Why or why not?

Responses: n = 212

Q Response Rate: 94%

Yes (77%), No (16%), Not sure/Don't know/On the fence/No comment (~7%)

Survey Question: Are SROs important to have in schools?

Key Takeaways | “Yes” responses, rationales: n = 164 (77%)

Keywords/themes: concerns about fighting, gun violence in schools; feeling of living in particularly dangerous times, sense of needing protection from outside threats, and often those perceived to be posed mainly by other children – esp. children perceived to be deviant or pathological in some way (punitive expectations for those identified as “problem kids” or families), emphasis on teacher overwhelm and staff safety, reiteration of interest in positive student-SRO socialization (among parents especially), strong interest in deterrence and violence-avoidance, desire to show best & most relational sides of law enforcement (relationship building opportunities)

Examples: *“Yes. In this day and age when mental illness and drug usage is so rampant it’s important to have law enforcement involved in everyday issues at school. My daughter has witnessed the SRO chasing kids down the hall and teachers needing to call for his help. Neither she nor I would feel safe at school if there wasn’t an SRO there. With 7 more children to go through East and future grandchildren as well and the ways of the world (it surely isn’t going to get better) it’s more important than ever for law enforcement presence at the high school level.”* – Family member, Duluth East

“Yes. Duluth has an increase in kids coming from gang and crime ridden areas of the country with no fathers in the picture of their lives. They have no respect for people or property. We need SRO in place to help control some of these disrespectful students.” – Family member of student, East

“Even though some kids and adults view them as threats or as a force to punish kids unnecessarily, most students welcome their presence and protection when they feel threatened or intimidated.” – Staff member, Denfeld

“Absolutely...unfortunately! In recent past some kids’ behavior at school has required it. I understand some may feel uncomfortable with their presence, but my child’s safety is no less important than those kids’ feelings.” – Family member of student, Denfeld HS

“Yes, of course they are. As long as our society is willing to accept physical violence and mass murder in our schools as normal, we surely need to have immediate deterrence and reaction/response resources to save the lives and preserve the safety of our children.” – Family member of student, Denfeld HS

“Absolutely, they provide a skill set within our schools that no other professional has. It is needed now more than ever as many of our students come from highly dysfunctional family environments.” – Family member of student

Survey Question: Are SROs important to have in schools? Why / not?

Key Takeaways | “Yes” responses, rationales: n = 164 (77%)

Keywords/themes: concerns about fighting, gun violence in schools; feeling of living in particularly dangerous times, sense of needing protection from outside threats, and often those perceived to be posed mainly by other children – esp. children perceived to be deviant or pathological in some way (punitive expectations for those identified as “problem kids” or families), emphasis on teacher overwhelm and staff safety, reiteration of interest in positive student-SRO socialization (among parents especially), strong interest in deterrence and violence-avoidance, desire to show best & most relational sides of law enforcement (relationship building opportunities)

Examples: *“Yes because of the dangers of school shooting we need to have trained staff to deal with possible threats to students and staff.”* – Family member of student, East HS

“Yes, police officers are important in the schools, mainly for students to get to know and trust them, and also to be there in emergencies.” – Family member of student, Ordean East

“It's hard to believe replacing the SRO at EHS is even a consideration with the previous incidences involving guns at the school. Given the history of violence at our middle and senior high schools I do not see how an alternative professional as a viable replacement is an option. I do believe we desperately need more counseling options as well as guidance counselors in our schools. This is IN ADDITION to having the SRO in place. I would not in good conscience be able to safely send my children to public school without an SRO in place in the upper grades. As a family we will consider other options for middle and high school for our children. This would include leaving Duluth, MN for a community and school with priorities of student/staff safety in addition to student mental health.” – Family member, East HS

“Absolutely. The SRO at our school gets to know our students on a different level than a normal police officer would be able to. This relationship flows into the community. The SRO is able to let us know if an incident happened outside of school that is related to or would somehow affect one of our students at school the next day. They are a common face out in public. Our SRO talks about running into kids in Canal Park during the summer – and they run up and say ‘hi’ to him. This is an important relationship, and it benefits the student, school and community.” – Staff member, Lincoln Park

“Unfortunately, we live in a time where the threats to in schools seem to be very real. It seems pertinent to offer some option as a safety to the school. It's hard to expect the teaching/support staff to be all things to the students and it seems good to have an extra set of eyes watching out for the safety of all.” – Family member of student, Ordean Middle School

Survey Question: Are SROs important to have in schools? Why / not?

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Keywords/themes: concerns about fighting, gun violence in schools; feeling of living in particularly dangerous times, sense of needing protection from outside threats, and often those perceived to be posed mainly by other children – esp. children perceived to be deviant or pathological in some way (punitive expectations for those identified as “problem kids” or families), emphasis on teacher overwhelm and staff safety, reiteration of interest in positive student-SRO socialization (among parents especially), strong interest in deterrence and violence-avoidance, desire to show best & most relational sides of law enforcement (relationship building opportunities)

Examples: *“YES First - they are there to develop relationships - which they DO !!! All studies show that in doing so it decreases negative behaviors both in school and out of school.” – Staff member, Ordean East Middle School*

“Absolutely.....all schools deserve to feel safe.....the idea that SRO's are there to protect and serve is the message that needs to be emphasized!!” – Staff member, Lester Park

“YES. Our building would be even more terrifying without our SRO and the backup that has repeatedly been brought in so far throughout the year. On multiple occasions we have had 8+ officers here to help (that number is a guess, but I am confident in it). When some of the students get into physical altercations, they are not themselves. They can not be reasoned with or calmed down and we need to restrain them to keep them and others safe. Honestly, one officer is not enough, as usually the fights that happen spin off into multiple altercations happening in different locations throughout the building. Our staff can't handle the violence without support. Staff has been hurt as it is.” – Staff member, Denfeld

“Yes, they're important because they are at the school (on-site) if and when something happens. It's better to have an officer who the kids have a relationship with/are familiar with to handle problems that come up. It's important for the safety of everyone at school (adults and students, both).” – Staff member, Ordean East Middle School

“ABSOLUTELY. No SRO, no me as a teacher. We obviously need police help at our school this year. And every year. For some students/staff SROs may be a trigger, but for the majority of people they are welcomed. Do we have to concentrate on the people in the minority with their attitudes about SROs?” – Staff member, Denfeld

Survey Question: Are SROs important to have in schools? Why / not?

Key Takeaways | “No” responses, rationales: n = 34 (16%)

Keywords/themes: school-to-prison pipeline, desire for more clarity about roles, conflict management alternatives & social service/mental health resources instead, concerns about students of color being targeted or singled out for harsher treatment (some students and families of color feel less safe), proactive approaches preferred, sense that safety can be provided in other ways, interest in having police close by and able to respond to emergency situations rather than in the schools full-time

Examples: *“I don't think they should be in schools. They lead to the school to prison pipeline. Students should not be subjected to criminal records for behavior in school. I understand that students of color receive more citations than white students (both because they are more likely to be referred to SROs by staff and because of potential implicit bias of SROs). Police in uniform and/or carrying guns can trigger trauma in some students, which is not helpful for their learning environment. Staff, particularly those of the majority culture, seem to prefer to have SROs to feel safe. It is more important that students who are already marginalized feel safe and supported in school”* – Community member, East High School

“I don't believe an officer's presence calms or diffuses problems that teens or pre-teens are dealing with. A community focused school should be staffed with therapists and social justice programs to teach youth and community, rather than the ineffective perpetual punishment system that has been failing us.” – Family member of student, Lincoln Park

“No. SROs are not important to the school. While they may bring a feeling of security to privileged white populations, the fact that there is an armed guard is not reassuring to many. And they are unnecessary. We can't live in a constant state of fear, but even if there was an incident of violence, the response from law enforcement outside the school would be necessary and the presence of a single SRO likely not critical to an event like that. On the whole, the investment of that level of funding for a theoretical benefit that also creates an atmosphere of intimidation and instability is not a positive use of limited district resources.” – Family member of student, Lowell

“NO! NO! NO! We cannot have officers in the schools starting the school to prison pipeline. Institutions like DPD cannot be trusted with adults of color, how can we trust them with kids? We need safety, but safety does NOT just look like response. It looks like proactive systems to prevent violence in the first place.” – Community member, Denfeld HS

“No. They are not necessary. LPMS doesn't need people with guns/tasers in our school. They scare me.” – Student, Lincoln Park Middle School

Survey Question: Are SROs important to have in schools? Why / not?

Key Takeaways | “No” responses, rationales: n = 34 (16%)

Keywords/themes: school-to-prison pipeline, desire for more clarity about roles, conflict management alternatives & social service/mental health resources instead, concerns about students of color being targeted or singled out for harsher treatment (some students and families of color feel less safe), proactive approaches preferred, sense that safety can be provided in other ways, interest in having police close by and able to respond to emergency situations rather than in the schools full-time

Examples: *“No: I have been doing a lot of listening in the community, and none of the things that people say they need SRO’s for are specific to police. The de-escalation services, community liaison positions, and ‘feelings of safety’ that some people get from having officers in the school could be provided by non-police services with proper training focused on community development and transformative justice and de-escalation. Bringing police into schools does not make the school safer. And it does make some students less safe, or to feel less safe because of the ongoing dynamics between police and their communities (specifically or more generally across the US).”* – Family member of future student, Duluth East

“It is important to have conflict management, but SROs are not a good option. People trained in law enforcement view people in different, weighted ways, especially with regards to race. Implicit bias along with being trained for violent conflict, not conflict resolution, makes them intimidating for students and less likely to offer reparative solutions in lieu of punitive ones.” – Family member, Laura MacArthur

“No - any interaction with L[aw] E[nforcement] has the potential to be deadly. They do not promote the mission.” – Family member of student, Ordean

“No, police in community respond quickly when needed. Police in schools escalate tensions that can be handled when teachers and staff have small schools and small classrooms, so they know students and families. Decrease class size, increase community building activities so kids feel known, seen, cared about and resources for families are provided. Teach anger management early, much more time outside, break spaces in rooms and buildings.” – Family member of student, East

“I would prefer to see a proactive approach to student safety. Provide the students with what they need (social worker, mental health, social skills, etc.) so that they have the skills they need to cope with life’s challenges.” – Staff member, Laura MacArthur

“No. I’d rather see more qualified school social workers. Especially more people from the BIPOC community.” – Family member, Duluth East

Survey Question: Are SROs important to have in schools?

Key Takeaways | “Not sure/Don’t Know/On the Fence”/No comment responses, rationales: n = 14 (7%)

Keywords/themes: more data needed, depends upon role, conversation and context important

Examples: *“I struggle with this question. As I’ve seen since returning from the Covid quarantine, police officers have been vital to keeping students and staff safe. I wish we didn’t need people to stand in between students who are swinging and students/teachers who are the intended target. I wish we could intervene WAY before a child was traumatized to the point where violence is the response. I wish we didn’t live with fear of mass shootings. I wish we could rebuild a public safety system that isn’t based on slavery and oppression. I honestly don’t know what the answer is, and this conversation is SO important.”*

“I have mixed feelings about this. My previous comments touch on why - at times, these officers offer a convenient and comfortable access to reporting crimes, this is a positive thing. I do worry about the "pipeline to prison" issues that are documented nationwide related to SROs. I don't think OEMS has a great deal of data to show this is a legitimate concern at our school, however, nationwide, I do believe it is a legitimate concern. I would be willing to give up the benefits we receive as a building/district from SROs if it gained us significant trust and support from communities of color and others who have a strong opposition to SROs.” – Staff Member, Ordean East Middle School

“It depends on the role they are supposed to fill, and whether or not they fulfill the role. I think we need some data to evaluate this, and it should be specific to Duluth, and not based on national data.” – Family member of student, East HS

“Until I am truly clear on what their role is, I am on the fence. But I am aware of the school-to-prison pipeline, and I believe it is happening in the 709 school district.” – Community member, Denfeld HS

“Unsure, it would depend upon how their job description was written and how well they advocated for kids.” – Community member, Congdon, Ordean, East, Denfeld and Harbor City

Survey Results:

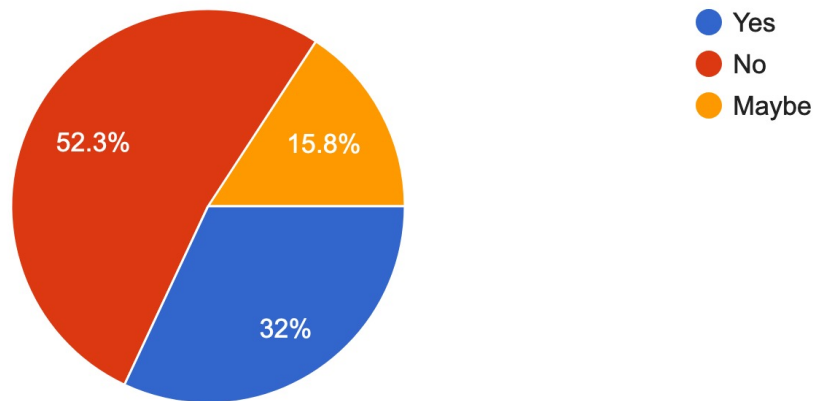
Responses: n = 222 of 225 total surveys

Q Response Rate: 99%

School Affiliations: Denfeld (High), East (High), Ordean (Middle) Lincoln Park (Middle), Lowell (Elem.), Congdon Park (Elem.), Laura MacArthur, (Elem.) Lester Park (Elem.), Piedmont (Elem.), Stowe (Elem.), Homecroft (Elem.), Myers – Wilkins (Elem.), Grant (closed 2011) Harbor City International, UMD

Are you familiar with any alternatives to School Resource Officers?

222 responses



Survey Question: What kinds of alternatives for school safety would you be interested in if you had a choice?

Responses: n = 163

Q Response Rate: 72%

Response Overview: None/more SROs (55%), Specific recommendations (38%), Don't know/Not sure (7%)

Survey Question: What kinds of alternatives for school safety would you be interested in if you had a choice?

Key Takeaways | Alternatives for School Safety

Keywords/themes: social services and more support for mental/behavioral health; more BIPOC staff, administrators and counselors; restorative justice approaches; metal detectors, door security and hall monitors, zero-tolerance policies on violence; trained conflict resolution professionals (unarmed)/training for current staff in conflict resolution and de-escalation; community-based mentoring and volunteer support, culturally-competent relational approaches and whole-family support options, clarity and intention around the meaning of “school safety”

Community responses/recommendations:

- *“A lot more black staff” – Student, Laura MacArthur*
- *“More social workers, unarmed caring adults to connect with students.” – Family member of student, Lowell*
- *Teach kids early. Social justice and acceptance needs to start in preschool. And again, social services would be a more effective tool for the majority of school safety issues. Compassion, empathy, and engagement.” – Family member, Lincoln Park*
- *“I think children and families need more support. There needs to be more staff to allow teachers to connect and develop a working relationship with struggling families. Financial barriers to counseling need to be removed for children that are experiencing trauma or emotional instability.” – Reading Tutor with Minnesota Reading and Math Corps Inc, Laura MacArthur*
- *“More social workers and counselors. Also, student deans for each grade level... we would need more 'man power' if we were to implement other 'restorative justice' type programs in our building.” – Family member of student, Ordean*

Survey Question: What kinds of alternatives for school safety would you be interested in if you had a choice?

Key Takeaways | Alternatives for School Safety

Keywords/themes: social services and more support for mental/behavioral health; more BIPOC staff, administrators and counselors; restorative justice approaches; metal detectors, door security and hall monitors, zero-tolerance policies on violence; trained conflict resolution professionals (unarmed)/training for current staff in conflict resolution and de-escalation; community-based mentoring and volunteer support, culturally-competent relational approaches and whole-family support options, clarity and intention around the meaning of “school safety”

Community responses/recommendations:

- *“Safety from what and for whom? Shooting or other deadly weapons, sexual or other assault, bullying, drug use/selling, theft — I think we need to define what we need to be safe from first.”*
- *“Increasing social workers, integration specialists, community members (either voluntarily or paid) as greeters and hall monitors; also additional staff who are more representative of the student community; student leadership opportunities and mentors; partnerships with community groups—Men As Peacemakers, NAACP, United Way, Fond du Lac Tribal and Community College Law Enforcement C.I.T.S. classes to be inclusive of under represented students in training opportunities for future career paths—just a few suggestions; creative outlets for students - offerings that appeal to youth prior to, during, and after school. A possible goal could be to eventually need/utilize less SRO support.” – Family member of student, Denfeld*
- *“Teacher/counselor trained with special training in safety, de-escalation skills. Needs to be part of education system rather than law enforcement, in my view.” – Community member*
- *“Mental health therapists (i.e. talking circles, more cultural programming – culture is medicine), resources for different abilities and gender diverse folks, regulation spaces/resources (i.e. tapping, investment in sims machines for nervous system regulation, fidgets, things to help regulate and co-regulate nervous system), elders in the school (intergenerational resources)...” – Family member of student and community member, former student, Lowell*

Survey Question: Is there anything that makes you feel un/safe in your school community?

Responses: n = 183

Q Response Rate: 81%

Yes, there are things that make me feel un/safe in school (93%); No, nothing makes me feel un/safe in school (7%)

Survey Question: Is there anything that makes you feel un/safe in your school community?

Key Takeaways | “Feeling Unsafe”

- Bullying and fighting in schools (esp. at Denfeld)
- Availability of guns and frequency of gun violence, armed presence in the halls (police/SROs or otherwise)
- Lack of support for overwhelmed teachers and staff – esp. since the pandemic, staffing shortages
- For many staff and some families, the thought of not having an SRO – for other students and families, their presence
- School lockdowns due to violence, low door security and poor hall monitoring (in the high schools especially)
- Smoking and vaping on campuses
- Possibility of harsh/punitive responses to neurodiverse students if/when dysregulation becomes a challenge/lack of trauma-informed responses
- COVID and pandemic related issues (such as not wearing masks properly)
- Lack of cultural awareness, inclusive signage in Spanish, racially motivated violence/fighting

Survey Question: Is there anything that makes you feel un/safe in your school community?

Key Takeaways | “Safer when” responses

- **Community connection and supportive school relationships are established and healthy, able to feel welcome, included and belonging in the school community**
- **Clear and consistent communication**
- **Awareness among some that context of relationship and qualities of interactions impact whether SROs feel safe or not for particular individuals and families**

“Art and food justice makes people happier. More volunteer encouragement to grow community and in person gatherings for students and parents would make people feel like they belong to a community and will be less likely to want to disrupt that bond. I feel unsafe when I feel disconnected. Social media or a newsletter is not the same as personal outreach.” – Family member of student, Lincoln Park

“The school family/community events make me feel safe at Lowell and Myers-Wilkins. Offering a space and opportunity to meet others in the community builds that safety and stability.”

““Relationships with teachers [make me feel safe].”

“I feel safe, and our children feel safe based on our conversations. However, it seems that often the staff resources of the school are being utilized to react to verbal and physical altercations. I am concerned that staff and students may be injured, or there is potential that these situations could escalate either in the school or out in the community. Also, I am aware that my kids/family historically have positive interactions and experiences to draw upon. Through conversations we realize that negative interactions shape the views of others in relation with SRO, even if not directly with the individual, as the institution of law enforcement and policing.”

Survey Question: Is there anything that could make you feel safer in your school community?

Responses: n = 164

Q Response Rate: 73%

Survey Question: If you needed support because you felt unsafe, what kind of resources would you like to have available? Is there someone you'd want to talk to?

Responses: n = 138

Q Response Rate: 61%

Survey Question: Is there anything that could make you feel safer in your school community?

Key Takeaways | “Feeling Safer”

- More mental health resources and services integrated into the curriculum directly (for students who wouldn't access these otherwise), more support staff on campuses; mental health/crisis support teams who have the support of administration and staff as well as the broader community
- De-escalation training for staff, investment in community- and relationship-building within the school community, preventative work on smoking and drug use as well as emotional, psychological and behavioral health
- More supervision and monitoring support for bathrooms, parking lots, hallways, cafeterias etc. (including options to have unarmed community volunteers or parents providing relational support context), ensuring secure entry
- “Common sense” gun laws/gun reform, SROs without tasers/guns (and engaged education about their role, purpose, and efficacy as well as relationship-building opportunities with SROs and families/students), zero tolerance policies for violence and bullying
- More options for homeschooling and alternative schooling environments for those who want/would benefit from them

Survey Question: Is there anything that could make you feel safer in your school community?

Key Takeaways | “Feeling Safer”

- More teachers and time built in for teachers to develop relationships with students, smaller class sizes, after school activities for all – not just athletes; virtual meetings to get to know families, students, staff and administrators, more accessible school and district leadership; more staff of color (and spaces and tools for connection at school):
 - *“Staff of color who our kids can talk to, spaces and tools, and more to help our kids feel they belong. People to talk to who won't jump to punishment/consequences first but help model and teach how to work through big feelings/emotions because our kids don't always have the words and tools to verbalize and articulate things that happen to them at home or school and beyond.”*
 - *“My daughter tried to meet with the principal who did not show up for their scheduled meeting. She has felt very ignored. I sent multiple emails about the fight which went ignored as well. [Staff member name] finally talked with me on the phone but the lack of response by the administration (including the SROs) was disappointing.”*
 - *“Responsive and empowered immediate administration able to take meaningful action when concerns are raised.”*
 - *“If I'd email the superintendent, I like a response back or even just a consideration.”*
 - *“If my child felt unsafe, I would hope the school would take his concerns seriously. He should be able to go to any adult in the building and report on any activity that makes him feel unsafe. All the staff should be trained in how to intervene and who to contact when there is a problem.”*
- *“Cultural and trauma responsive supports (in curriculum, physical environment, and other ways). All staff need more implicit bias training and understanding to see us as worthy, that we matter, and our ways of being and knowing are just as valid,”* diverse curriculum which takes seriously the experiences of IBPOC and reading groups on race and culture for family and community members

Key Insights & Opportunities:

- Make explicit role, responsibilities, and functions of SROs to students, families and community members;
- Consider ways to incorporate families and students into explicit plans for active-shooter emergency scenarios (or other approaches to redressing concerns about gun violence in schools),
- Provide Duluth-specific data on efficacy of SROs;
- Create more opportunities for relationship- and trust- building among students and families, including safe(r) spaces for minority opinions and unheard voices to emerge;
- Engage proactive planning for de-escalation or prevention of fighting and bullying in schools; considering incorporating more restorative circle models like that at Lincoln
- Make sure students and families are familiar with existing social, emotional, mental and behavioral health support services; provide opportunities for connection/engagement and afterschool programming for all students – not just athletes.

Key Insights & Opportunities:

- Provide more opportunities for student-engaged research and reflection or participatory decision-making in age-appropriate ways, as in the student-led presentation to the board on SROs in the schools
- Consider plain clothes SROs, and remember that students who know their SRO by name and have more positive social connections (friend of family, football coach, neighbor, etc.) more commonly report positive experiences with SROs
- Ensure diversity of representation among SROs and school staff more broadly (LGBTQIA+, IBPOC, women, etc.)
- Model behavior and provide practice opportunities for students who are nervous or unsure about how to start a support conversation with existing counselors, integration specialists and other staff resources

MTI Trust Building Opportunities

- ISD 709 has a high need to address and build trust across the entire ISD 709 community regardless of the SRO topic
- Include SROs in all back-to-school orientations, parent-teacher conferences, with opportunities for students/parents/community members to get to know and build relationships with SROs

Questions?

School Resource Officer Update

July 7, 2020

Overview

School Resource Officer (SRO) Mission Statement:

School Resource Officers shall work with students, parents and school staff to promote positive relationships, to promote positive choices and activities and to establish rapport and encourage open communications. SRO's shall ensure a safe and secure educational environment for all faculty and students in the Duluth Public Schools.

Overview of Program

Roles of SROs within our schools:

1. Role Model
2. Mentor
3. Community Liaison
4. Law Related Educator
5. Law Enforcement Officer

Additional Resources:

[School Resource Officer Manual](#)

[Department of Justice School Resource Officer Manual](#)

Relationships and Community Building

School Resource Officers connect with students, families and community members in many ways beyond the defined role. Examples include:

- SRO playing floor hockey with kids at Lincoln Park Middle School
- SRO coach for athletic programs at Lincoln Park Middle School
- SRO helping a Denfeld neighbor by covering graffiti caused by students using his own paint and doing it on his own time
- SRO winning a Denfeld student fund raising effort this spring to support a local charity and participating in the Polar Plunge as a result

How Duluth's School Resource Officer Program Is Different

Some districts have considered changes in SRO programming. In Duluth, we have already incorporated many positive changes in our programming that reflect best practices:

Community policing components include:

- Community partnerships
- Problem solving approaches

The SRO Program is a strategy used as a part of community policing:

"The School is the Community and the Community is the School."

2019 Minnesota Student Survey

The MSS is the most consistent source of data about the health and well-being of Minnesota's students for the past 30 years.

Students are asked about their activities, opinions, behaviors and experiences.

Students respond to questions on school climate, bullying, out-of-school activities, health, nutrition, emotional and mental health, relationships, substance use and more.

I think it is a good idea to have an SRO or police officer at our school.

Denfeld H.S.	Gr. 9 M	Gr. 9 F	Gr. 11 M	Gr. 11 F
Agree/Strongly Agree	97%	99%	97%	84%
Disagree/Strongly Disagree	2%	1%	2%	16%

Duluth East H.S.	Gr. 9 M	Gr. 9 F	Gr. 11 M	Gr. 11 F
Agree/Strongly Agree	91%	94%	92%	97%
Disagree/Strongly Disagree	8%	6%	7%	3%

I think it is a good idea to have an SRO or police officer at our school.

Lincoln Park M.S.	Gr. 8 M	Gr. 8 F
Agree/Strongly Agree	92%	95%
Disagree/Strongly Disagree	8%	5%

Ordean East M.S.	Gr. 8 M	Gr. 8 F
Agree/Strongly Agree	96%	95%
Disagree/Strongly Disagree	4%	5%

Contractual Considerations

2019-2020 Contract Cost: \$251,906.79

Includes 4 resource officers for Middle & High Schools
During Covid-19 Closure we have a carryover credit of approximately \$84,000 to apply to a future contract.

Funding Source: Safe Schools Revenue

This revenue is reserved for safety and security in our schools and on school grounds.

Next Steps

Continue to focus on professional learning around culturally responsive practices, trauma, and community policing within SRO programming

Review Policies and Procedures for School Interaction with Law Enforcement

Review contract, consider impacts of closure - \$85,000 credit returned to the district towards 2020-21 contract

Continue the conversation:

- SRO student forums on programming and discussion on community and culturally responsive policing
- Greater input from student executive board member, families, and staff. We would use WIN time and class meetings for this purpose
- Consider an additional student survey
- Provide the Board with a mid-year update

Duluth Public Schools
Behavior Incidents Resulting in Out-of-School Suspension, In School Suspension, or Dismissal for Day
School Year 21-22, Through Mar 30, 2022
By School

	AEO	ALC	Denfeld	East	Lincoln Park	Ordean	Grand Total
Alcohol			1	5	4		10
Arson					2		2
Assault			28	10	17	23	78
Attendance			10		37	2	49
Bullying			2	1	16	1	20
Controlled Substance (Prescription)					1		1
Cyber Bullying					6		6
Disruption/Disorderly Conduct/Insubordination			206	6	127	13	352
Electronic Device Violation			4	1	5	2	12
Fighting			51	6	103	28	188
Harassment			8	4	11	9	32
Illegal Drugs		3	24	10	13	3	53
Terroristic Threats					1		1
Theft			6		5	1	12
Threat/Intimidation			11	2	27	9	49
Tobacco			14	1	17	10	42
Vandalism/Property Related			14		9	6	29
Verbal Abuse			30	1	17	3	51
Weapon			8	5	7	1	21
Grand Total	0	3	417	52	425	111	1008

Duluth Public Schools
Behavior Incidents Resulting in Out-of-School Suspension, In School Suspension, or Dismissal for Day
School Year 21-22, Through Mar 30, 2022
By Race

	Hispanic/ Latino	Am Indian or Alaska Native	Asian	Black or African American	Native Hawaiian/ Other Pac Islander	White	Two or More Races
Alcohol		2				7	1
Arson	2						
Assault	5	7		21		32	13
Attendance	4	10		14		9	12
Bullying	1			6		11	2
Controlled Substance (Prescription)						1	
Cyber Bullying						6	
Disruption/Disorderly Conduct/Insubordination	28	17		86	4	160	57
Electronic Device Violation		1		2		7	2
Fighting	5	11		71		69	32
Harassment		4		2		21	5
Illegal Drugs	2	1		9		33	8
Terroristic Threats						1	
Theft		2		2		6	2
Threat/Intimidation		3		17		23	6
Tobacco	2	6		6	1	20	7
Vandalism/Property Related	3	1		2	1	20	2
Verbal Abuse	1	1		14	2	24	9
Weapon	1	3		1		12	4
Grand Total	54	69		253	8	462	162

Duluth Public Schools
Behavior Incidents Resulting in Out-of-School Suspension, In School Suspension, or Dismissal for Day
School Year 21-22, Through Mar 30, 2022
By Gender

	Female	Male
Alcohol	4	6
Arson	2	
Assault	30	48
Attendance	25	24
Bullying	5	15
Controlled Substance (Prescription)	1	
Cyber Bullying	3	3
Disruption/Disorderly Conduct/Insubordination	137	215
Electronic Device Violation	5	7
Fighting	55	133
Harassment	10	22
Illegal Drugs	20	33
Terroristic Threats		1
Theft	4	8
Threat/Intimidation	23	26
Tobacco	22	20
Vandalism/Property Related	4	25
Verbal Abuse	16	35
Weapon	5	16
Grand Total	371	637

Citation Data as of March 15, 2022

Citations Issued								
School	Sept	Oct	Nov	Dec	Jan	Feb	Mar 1-15	Total by School
Denfeld High School	19	15	6	3	6	5	4	58
East High School	2	2	4	1				9
Lincoln Park Middle School	8	3	2	9	3	1	2	28
Ordean East Middle School		1						1
Total by Month	29	21	12	13	9	6	6	96

Citation Charges		
School	Offense	Charges
Denfeld High School	Disorderly Conduct Brawling/Fighting	34
	5 Deg Assault Inflict or Attempt BH	15
	Disorderly Conduct Offensive Conduct	14
	Disorderly Conduct	2
	Obstruct Legal Process Interfere w/Police	2
	Possess Small Amount Marijuana	1
	Trespass Occupy/Enter Dwelling or Building	1
	Obstruct Legal Process Lawful Execution	1
East High School	Smoking or Chewing Tobacco or E-Cigarettes Prohibited in School	3

	Possess Small Amount Marijuana	2
	5 Deg Assault Inflict or Attempt BH	2
	Possess Drug Paraphernalia	1
	Reckless Driving	1
	Disorderly Conduct Offensive Conduct	1
	5 Deg Assault	1
	False Name to Police	1
Lincoln Park Middle School	Disorderly Conduct Brawling/Fighting	12
	5 Deg Assault Inflict or Attempt BH	7
	Possess Drug Paraphernalia	4
	Possess Small Amount Marijuana	3
	Use of Ignition Device in Educational Bldg	1
	5 Deg Assault	1
Ordean East Middle School	5 Deg Assault Inflict or Attempt BH	1

Citee Race	
Race	Citations
American Indian	9
Asian	1
Black	36
Unknown	21
White	29

Citee Gender	
Gender	Citations
Female	37
Male	57
Unknown	2

Regular School Board Meeting

Duluth Public Schools, ISD 709

Agenda

Tuesday, July 21, 2020

VIA VIDEO CONFERENCE

Google Meet

Duluth, MN 55802

6:30 PM

1. **Call to Order**
2. **Roll Call**
3. ***Virtual Meeting Statement in Place of Pledge of Allegiance***
4. **Approval of the Agenda**
5. **School and Community Recognition**
6. **Audience**
7. **Reading Communications, Petitions, Etc.**
8. **Report of the Superintendent**
 - Superintendent Magas
 - A. Reports from Student School Board Representatives
 - B. Schedule of Meetings and Events
9. **Report of Standing Committees**
 - A. Policy Committee (*see separate report*)
 - B. Monthly Committee of the Whole (*see separate report*)
 - Attendees: Durick Eder, Kirby, Loeffler-Kemp, Lofald, Oswald, Sandholm, Trnka*
 - C. HR/Finance Committee (*see separate report*)
10. **Consent Agenda**
11. **Special Resolutions and Action Items**
 - A. SP-7-20-3751 - School Board Support for School Resource Officer (SRO) Contract Negotiations, Policy and Procedure Review and Engagement Efforts
12. **Questions / Other**
 - A. Public Comment
 - Public comment may be submitted via email to public.comment@isd709.org (email comments must be kept to three minutes when read aloud), or recorded by calling 218-336-8730 no later than 4:00 PM the Monday prior to the regular board meetings. Please follow the civility code when submitting your comments.
13. **Adjournment**



Why SROs are Harmful in Our Schools



Creating an unwelcome learning environment

37.7% of students of color said they would not tell their SRO if they knew about something unsafe or illegal

43.3% of students of color said they would not feel comfortable going to their SRO if they needed help

“having a cop in school feels like it’s assuming the worst of the student population - which hurts.” - a current Denfeld student

Is this really what we want the environment of our schools to be?

[2019 Semi-Annual Report to MDHR: Disproportionate Suspension/ Expulsion](#)



Students have all seen the positive impacts of counselors, but the same cannot be said for SROs.



They don't achieve their goal of community building for every student

Community building was heavily emphasized, however, SROs don't establish positive relationships with all students.

How can we justify some good, for all the hurt that they can cause students of color.



School to prison pipeline

What is it?

- The disproportionate tendency of minors and young adults from disadvantaged backgrounds to become incarcerated.

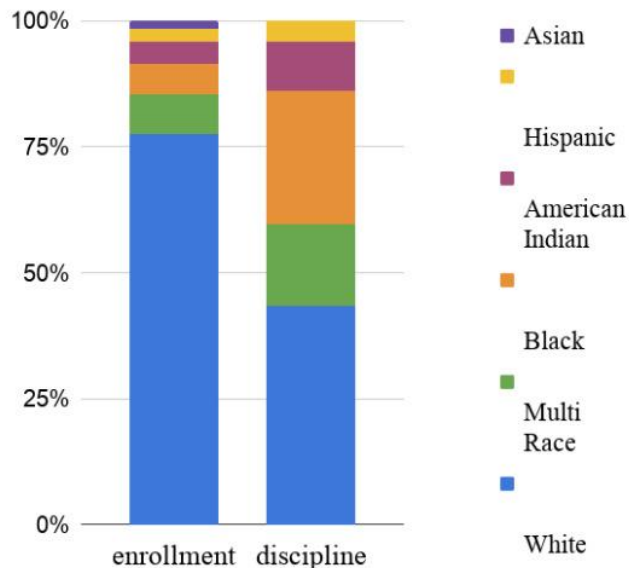
Data Includes incidents at East High School, Denfeld High School, Lincoln Park Middle School and Ordean East Middle School during the school year where the responding Officer was an SRO			
Gender	2017-2018	2018-2019	2019-2020
Female	29	27	29
Male	49	61	62
Total	78	88	90

Age	2017-2018	2018-2019	2019-2020
10-11	1	1	1
12-13	22	16	16
14-15	31	43	52
16-17	24	28	21
Total	78	88	90

Race	2017-2018	2018-2019	2019-2020
Black	26	27	35
Native	12	16	8
White	39	44	45
Other	1	1	2
Total	78	88	90

Crime Type	2017-2018	2018-2019	2019-2020
Assault	30	28	20
Tobacco/Alcohol	28	24	35
Disorderly Conduct/Harassment	27	32	43
Drugs	14	34	28
Truancy	2	0	0
Theft/Possession Stolen Property	3	5	5
Obstruct Legal Process/False Name/Fleeing	4	3	4
Trespassing	3	17	15
Indecent Exposure/Criminal Sex Conduct	4	0	0
Damage to Property	1	2	1
Total	116	145	156

Enrollment and Discipline by Racial Category in Duluth Public Schools, 2014-2019





Their responsibilities could be, and already are, better handled by others

Duties according to the DPD presentation:

1. Role model
2. Mentor
3. Community Liaison
4. Law Related Educator
5. Law Enforcement Officer

All teachers and staff are wonderful role models and mentors for students

Law enforcement officer is last on the list. This shows that it is less essential than their other capacities that are already fulfilled by others.



Alternatives to SROs

The PBIS (Positive Behavioral Intervention and Supports) 3 tier system

<https://www.pbis.org/pbis/getting-started>

Average salary of a high school counselor: \$56,310 (Bureau of Labor Statistics)

Budget for SROs in 2019-2020: \$251,906



Respecting students, our future

The school board is inaccessible to students. This minimizes the board's understanding of problems that students face because they can't communicate the magnitude of them.

Harmful language being used:

- Helping students overcome their fear vs. Dealing with what's causing the fear



“It is our responsibility and our duty as elected officials of the Duluth School Board - and as humans - to challenge the systems that we have created or perpetuated, as those systems continue to create results that, for some, end with adverse and unequal outcomes.

We must remember that many in our community, especially our children, are grappling with the fear they have just because of the color of their skin, and it is critical that we as elected officials continue to commit ourselves to equity and justice in the systems in which we have power.

We on the School Board of ISD 709 choose change”

**How can we say we choose change, when we
continue to partner with an oppressive and outdated
system?**

The student representatives stated that they were concerned and disappointed with the responses they received to the questions they asked in a meeting with the SRO and assistant principals. Didn't expect the questions we were asking.

- The AP's& SRO claimed they had never seen the disparity data before
- The SRO never said what he would be willing to do to help make students less fearful and seem more approachable
 - He told the student reps to let students who are fearful that it is ok
 - That puts it back on the students
- John stated he agrees the we need to be thoughtful about how we go about this
 - Met with NAACP
 - Create a structured way to gain feedback rather than individual meetings
 - Meet with the Head of SRO's and you to look at what those structured meetings could look like
- His next couple of weeks my focus will be on fall planning, he asks that we put a pause on this for a week or so until we get the plan rolled out.
 - In the meantime start thinking about the structure around the plan and how do we move it forward
- New Assistant Superintendent Anthony Bonds
 - He would be a good person to help coordinate this work with the schools
 - Oversees the principals and equity work
 - He could devote more time than he does
 - John isn't saying he isn't interested or that he he doesn't want to work on this but his focus has to be on planning
 - He doesn't want you to think that you are starting things/meeting and not backed

John asked what other concerns they had.

Student Representatives said they were very concerned with the SRO's attitude towards the questions

- John asked if it was that he was unaware or unwilling
- Student Reps said it felt like a little of both
 - They asked one question about what happens after a student has to be restrained - what follow up is there - is there a ticket issued?
 - He Didn't answer the question - doesn't have the data - but it also feels like he doesn't care
- Student reps are also concerned administrators didn't know anything about the disparity data
- Started off the meeting wanting to know more about what SRO's do and then had more questions that couldn't be answered

John said we need to figure out what we want to accomplish with the feedback meetings

- What are our objectives
- What do we want to create shared understanding around
- NAACP is also interested in working to ensure that students feel safe and being treated fairly this coming year
- Make sure everyone is up to date and aware of the disparities and student concerns
- Student Reps- How can we work together with district and schools to make sure students of color aren't being targeted, or watch closer and everyone is being treated fairly

Timing:

- John - should the meetings be before school year starts or after school year starts to ensure the best participation
- Student Reps - talk to administration and SRO's to see what timing should look like in August and start in September
 - If school isn't in person it may not make a difference
- John - Week of August 10th - Student Reps/Principals/Assistant Principals/Assistant Superintendent/Superintendent to look at structure
 - Taking the next two weeks to plan
 - Waiting for the Governor's announcement
 - Would you (students) like to look at the plan prior to it's release
 - Students would like that - will it be discussed at COW
 - Yes - that will be the focus of the meeting

Melinda - share notes with students

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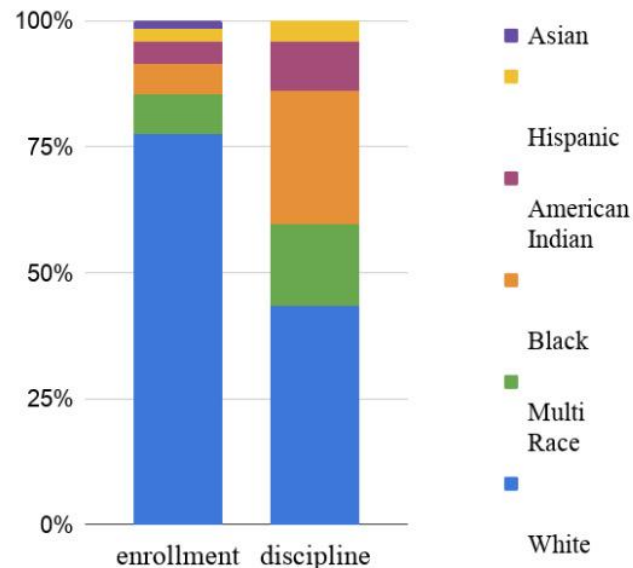
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Training By Officer / Name Of Training

* = Has Certificate

Officers	ID No.	Current Division	Current Rank	Total Training Hours		Officer Training	
Stauber, William Joseph	#424	Investigations	Investigator	1,002.00		Hours	Trk No.
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	Hours	Trk No.
2008 Hangun Shooting on the Move:Fall 2008	Firearms	In-Service	Duluth	9/22/2008	9/22/2008 - 10/20/2008	3.00	671
2008 Low Light Inclement Weather Firearms Traini	Firearms	In-Service	Duluth, MN	2/25/2008	2/11/2008 - 2/28/2008	4.00	672
2008 M&P Pistol and ALS Holster Transition	Firearms	In-Service	Duluth	6/9/2008	5/5/2008 - 6/13/2008	4.00	666
* 2009 Annual MN School Safety Conference	School Resource	Not Listed	St. Cloud	2/11/2009	2/11/2009 - 2/13/2009	30.00	382
2009 Basic Sexual Assault Training	Sex Crimes	Not Listed	Hermantown, MN	5/5/2009	5/5/2009 - 5/5/2009	8.00	456
2009 Bike Course	Bike Patrol	Not Listed	Duluth	5/19/2009	5/19/2009 - 5/22/2009	32.00	439
2009 Children's Mental Health	Mental Health	Not Listed	Duluth	2/2/2009	2/2/2009 - 2/2/2009	4.00	365
2009 COMPSTAT Training	In-Service	P.O.S.T.	Duluth	12/13/2009	12/13/2009 - 12/17/2009	3.00	92
2009 CPR / AED Training	CPR	P.O.S.T.	Duluth	11/3/2009	11/3/2009 - 11/9/2009	2.50	93
2009 EVOC	Vehicle Operations	Not Listed	Hibbing, MN	5/19/2009	5/19/2009 - 5/19/2009	8.00	443
2009 Fall Firearms Training	Firearms	P.O.S.T.	Duluth	9/17/2009	9/17/2009 - 10/6/2009	3.00	102
2009 Firearms Training Simulator (MILO) System	Firearms	In-Service	Duluth	1/26/2009	1/24/2009 - 1/30/2009	1.00	670
* 2009 Internet Safety and Crimes	School Resource	P.O.S.T.	Duluth	10/29/2009	10/29/2009 - 10/29/2009	2.00	78
2009 Interview & Interrogation / Search & Seizure	Investigations	P.O.S.T.	Duluth	6/3/2009	5/26/2009 - 6/9/2009	2.00	31
2009 Low Light Inclement Weather Firearms Traini	Use of Force	In-Service	Duluth	3/4/2009	2/9/2009 - 2/26/2009	4.00	669
2009 New Laws Training	Legal Updates	P.O.S.T.	Duluth	10/8/2009	10/8/2009 - 10/29/2009	2.00	94
2009 Patrol Response Outlaw Motorcycle Gangs/1	Gangs	P.O.S.T.	Carlton, MN	6/22/2009	6/22/2009 - 7/9/2009	8.00	46
2009 Spring/Summer Firearms Training	Firearms	P.O.S.T.	Duluth	6/1/2009	6/1/2009 - 6/29/2009	2.00	40
2009 Why Gender Matters	Miscellaneous	Not Listed	Duluth	4/14/2009	4/14/2009 - 4/15/2009	22.00	466
2009 X-26 Taser Re-certification	Use of Force	In-Service	Duluth, MN	8/31/2009	6/12/2009 - 7/27/2009	4.00	668
2010 BCA Interview and Interrogation	Not Listed	Not Listed	Duluth	8/12/2010	8/12/2010 - 8/13/2010	16.00	302
2010 BEAST Training	Computers	In-Service	Duluth	1/29/2010	1/5/2010 - 5/28/2010	1.00	352
2010 Customer Service Training	Miscellaneous	In-Service	Duluth	3/18/2010	3/18/2010 - 6/9/2010	1.50	353
2010 Defensive Tactics/PPCT Refresher	Defense Tactics	In-Service	Duluth	3/31/2010	3/30/2010 - 4/6/2010	7.00	356
2010 DWI and Traffic Safety Law Webinar	Traffic Enforcement	P.O.S.T.	Duluth, MN	8/30/2010	8/30/2010 - 9/2/2010	2.00	740
2010 Excited Delirium & In Custody Deaths	Miscellaneous	P.O.S.T.	Duluth	4/15/2010	4/15/2010 - 4/22/2010	4.00	172
2010 Fall Firearms Training	Firearms	Not Listed	Duluth	9/1/2010	9/1/2010 - 9/27/2010	4.00	478
2010 FTO Training	FTO	P.O.S.T.	Duluth	3/30/2010	3/30/2010 - 3/30/2010	4.00	130
2010 Low Light Inclement Weather Firearms Traini	Firearms	P.O.S.T.	Duluth	2/2/2010	2/2/2010 - 2/25/2010	4.00	103

Training By Officer / Name Of Training

* = Has Certificate

Officers		ID No.	Current Division	Current Rank	Total Training Hours		Officer Training Hours	
Stauber, William Joseph		#424	Investigations	Investigator	1,002.00			
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	Hours	Trk No.	
2010 Multi-Hazard Emergeny Planning for Schools	School Resource	Not Listed	Duluth	5/12/2010	5/12/2010 - 5/13/2010	16.00	181	
2010 Radar / Lidar	Traffic Enforcement	P.O.S.T.	Duluth, MN	9/29/2010	9/29/2010 - 9/29/2010	2.00	901	
2010 School Based Policing-Training for Safety	School Resource	Not Listed	Duluth	3/8/2010	3/8/2010 - 3/12/2010	36.00	212	
2010 UMCPI School Based Policing	School Resource	P.O.S.T.	Duluth	3/8/2010	3/8/2010 - 3/12/2010	36.00	111	
2010 Use of Force Simulator (MILO) Training	Use of Force	In-Service	Duluth	1/28/2010	1/22/2010 - 1/29/2010	1.00	355	
2010 Writing Search Warrants	Not Listed	Not Listed	Duluth	8/4/2010	8/4/2010 - 8/6/2010	24.00	300	
2011 BCA Mobile Access Re-certification	Communications	Certification	Duluth, MN	2/4/2011	2/4/2011 - 3/4/2011	1.00	612	
2011 Emerging Issues&Best Practices in Juv. Jus	Juveniles	P.O.S.T.	Duluth, MN	5/5/2011	5/5/2011 - 5/5/2011	8.00	539	
2011 Ethical Ends in Law Enforcement Manageme	Management	P.O.S.T.	Duluth	3/23/2011	3/23/2011 - 3/24/2011	14.00	609	
2011 EVOC Training	EVOC	In-Service	Duluth, MN	10/3/2011	10/3/2011 - 10/13/2011	8.00	1272	
2011 Fall Firearms Training	Firearms	P.O.S.T.	Duluth	9/1/2011	9/1/2011 - 9/29/2011	4.00	616	
2011 Fall Firearms/Close Quarters Handgun Traini	Firearms	P.O.S.T.	Duluth	9/1/2011	9/1/2011 - 9/30/2011	3.00	1117	
2011 L.O.C.K.U.P. Police Combat and Contol Tacti	Tactical	P.O.S.T.	Duluth	3/30/2011	3/30/2011 - 6/30/2011	14.00	1116	
2011 L.O.C.K.U.P. Police Combat and Contol Tacti	Defense Tactics	Skills Enhancement	Duluth, MN	3/30/2011	3/30/2011 - 5/12/2011	14.00	615	
2011 License Plate Reader (LPR) Training	Patrol Techniques	In-Service	Duluth, MN	1/18/2011	1/18/2011 - 2/7/2011	1.00	618	
2011 Low Light Inclement Weather Firearms Traini	Firearms	P.O.S.T.	Duluth	2/1/2011	2/1/2011 - 2/28/2011	4.00	479	
2011 Mentoring & Coaching for Law Enfcmnt Mana	Management	P.O.S.T.	Duluth, MN	3/28/2011	3/28/2011 - 3/29/2011	14.00	603	
2011 MILO Judgement Shooting	Firearms	In-Service	Duluth, MN	11/30/2011	11/30/2011 - 12/9/2011	1.00	663	
2011 MN Juvenile Officer's Conference	Juveniles	Not Listed	Duluth, MN	1/26/2011	1/26/2011 - 1/28/2011	24.00	322	
2011 National Police Foundations Project Training	Miscellaneous	P.O.S.T.	Minneapolis, MN	6/2/2011	6/2/2011 - 6/2/2011	8.00	572	
2011 New Law Updates	Legal Updates	P.O.S.T.	Webinar	11/15/2011	11/15/2011 - 11/15/2011	2.00	870	
2011 Sex, Drugs, and Fast Cars	Investigations	Not Listed	Duluth	4/27/2011	4/27/2011 - 4/27/2011	2.50	497	
2011 SRO Training	School Resource	P.O.S.T.	Duluth	11/3/2011	11/3/2011 - 11/4/2011	14.00	675	
2011 Suspicious Activity Reporting(SAR) Initiative	Crime Prevention	Skills Enhancement	Duluth, MN	6/8/2011	6/8/2011 - 7/15/2011	0.25	617	
2011 Tactical Search & Seizure	Search & Seizure	P.O.S.T.	Duluth	5/19/2011	5/19/2011 - 5/19/2011	9.00	548	
2011 Use of Force Training Simulator (MILO) Syste	Use of Force	Not Listed	Duluth	1/24/2011	1/21/2011 - 1/28/2011	0.75	318	
2011BCA Manager Miens & Morals	Management	P.O.S.T.	Duluth, MN	3/30/2011	3/30/2011 - 3/31/2011	14.00	604	
2012 ARMER 101 "History of" Training	Communications	In-Service	Duluth, MN	9/1/2012	9/1/2012 - 12/31/2012	1.00	786	
2012 ARMER 101 "Interoperability" Training	Communications	In-Service	Duluth	9/1/2012	9/1/2012 - 12/31/2012	1.00	787	
2012 ARMER 101 Radio Training	Communications	In-Service	Duluth, MN	9/1/2012	9/1/2012 - 12/31/2012	1.00	785	

Training By Officer / Name Of Training

* = Has Certificate

Officers	ID No.	Current Division	Current Rank	Total Training Hours		Officer Training Hours	Trk No.
Stauber, William Joseph	#424	Investigations	Investigator	1,002.00			
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates		
2012 Basic Sexual Assault Training	Sex Crimes	P.O.S.T.	St. Paul, MN	5/8/2012	5/8/2012 - 5/8/2012	7.00	723
2012 BCA Supervision "Messages That Matter"	Management	P.O.S.T.	Duluth, MN	4/18/2012	4/18/2012 - 4/18/2012	8.00	713
2012 Below 100 Officer Deaths Initiative Training	Officer Safety	In-Service	Duluth, MN	6/8/2012	6/8/2012 - 6/8/2012	1.50	906
2012 DWI eCharging Training	DWI	P.O.S.T.	Duluth, MN	5/23/2012	5/23/2012 - 5/25/2012	2.00	788
2012 DWI/SFST Update	DWI	P.O.S.T.	Duluth, MN	11/1/2012	11/1/2012 - 11/26/2012	4.00	802
2012 Fall Firearms-Tactical Anatomy	Firearms	P.O.S.T.	Duluth	9/1/2012	9/1/2012 - 12/31/2012	4.00	1040
2012 From Gangs to Ph.D.	Gangs	P.O.S.T.	Duluth, MN	11/30/2012	11/30/2012 - 11/30/2012	8.00	821
2012 How to Testify Effectively	Court Rooms	P.O.S.T.	Duluth, MN	1/9/2012	1/9/2012 - 1/9/2012	7.00	673
2012 Impact& Influence in Public Safety Managem	Management	P.O.S.T.	Duluth, MN	4/16/2012	4/16/2012 - 4/17/2012	8.00	712
2012 Low Light Inclement Weather Firearms Traini	Firearms	P.O.S.T.	Duluth	1/1/2012	1/1/2012 - 12/31/2012	3.00	1035
2012 Mediating Stress with Community	Professional Development	Professional Develop	Duluth, MN	5/10/2012	5/10/2012 - 5/10/2012	1.50	727
2012 MN Juvenile Officers Association Conference	Juveniles	P.O.S.T.	Duluth, MN	1/25/2012	1/25/2012 - 1/27/2012	24.00	687
2012 New Laws Webinar Training	Other	P.O.S.T.	Online	1/1/2012	1/1/2012 - 12/31/2012	2.00	953
2012 Officer Down: What Families Need to Know	Mental Health	P.O.S.T.	Duluth, MN	4/25/2012	4/25/2012 - 4/25/2012	8.00	717
* 2012 School Resource Officer Training	School Resource	P.O.S.T.	St. Cloud, MN	8/15/2012	8/15/2012 - 8/16/2012	16.00	762
2012 SFST Refresher Course	Field Sobriety	P.O.S.T.	Duluth, MN	11/1/2012	11/1/2012 - 11/1/2012	4.00	862
2012 Use of Force Training	Use of Force	P.O.S.T.	Duluth	12/3/2012	12/3/2012 - 12/31/2012	2.00	1118
2013 Counter Ambush Firearms Tactics	Firearms	Not Listed	Duluth	7/1/2013	7/1/2013 - 8/31/2013	4.00	1038
2013 DVS Security Training	Confidentiality	P.O.S.T.	Not Listed	1/1/2013	1/1/2013 - 12/31/2013	1.00	998
2013 Ethical Use of Computers	Ethics	P.O.S.T.	Online	8/22/2013	8/22/2013 - 8/22/2013	1.00	950
2013 Low Light Inclement Weather Firearms	Firearms	P.O.S.T.	Duluth	10/7/2014	2/11/2013 - 3/6/2013	3.00	1039
2013 MN Juvenile Officers Association	Juveniles	P.O.S.T.	Duluth, MN	1/23/2013	1/23/2013 - 1/25/2013	24.00	836
2013 OSHA Global Harmonization System Training	Haz Mat	Not Listed	Duluth, MN	11/4/2013	11/4/2013 - 12/31/2013	1.00	1013
2013 Understanding & Planning for School Bomb I	School Incidents	P.O.S.T.	Duluth, MN	9/13/2013	9/13/2013 - 9/13/2013	4.00	1014
2013 Understanding and Planning for school bomb	Active Threat	Professional Develop	Duluth PD	9/13/2013	9/13/2013 - 9/13/2013	4.00	1670
2013 Use of Force Simulator-MILO	Use of Force	P.O.S.T.	Duluth	12/1/2013	12/1/2013 - 12/31/2013	1.00	1037
2014 3 Echo Classroom Training	Critical Incidents	Incident Management	Duluth	4/24/2014	4/24/2014 - 4/24/2014	4.00	1285
2014 3 Echo Practical Training	Critical Incidents	Incident Management	Duluth	4/25/2014	4/25/2014 - 4/26/2014	8.00	1286
2014 ALERRT Level 1	Tactical	P.O.S.T.	Duluth	10/29/2014	10/29/2014 - 10/30/2014	16.00	1169
2014 Autism Awareness Training	Mental Health	Not Listed	Duluth	10/2/2014	10/22/2014 - 10/22/2014	2.00	1162

Training By Officer / Name Of Training

* = Has Certificate

Officers	ID No.	Current Division	Current Rank	Total Training Hours		Officer Training Hours		Trk No.
Stauber, William Joseph	#424	Investigations	Investigator	1,002.00				
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	Hours		
2014 CPR/AED Training	CPR	Not Listed	Duluth	1/1/2014	1/1/2014 - 12/31/2014	4.00		1047
2014 DWI & Traffic Safety Webinar	DWI	P.O.S.T.	Webinar	3/10/2014	3/10/2014 - 3/21/2014	1.00		989
2014 Emergency Mgmt FEMA NIMS ICS 100, 200	Incident Management	Professional Develop	Online	1/1/2014	1/1/2014 - 12/31/2014	1.00		1025
2014 Fall Firearms Training	Firearms	Qualifications	Duluth	9/3/2014	9/3/2014 - 9/30/2014	4.00		1262
2014 Low Light Inclement Weather Firearms Traini	Firearms	P.O.S.T.	Duluth	1/1/2014	1/1/2014 - 12/31/2014	3.00		1036
2014 MN Juvenile Officers Association Annual Con	Juveniles	P.O.S.T.	St. Cloud	1/29/2014	1/29/2014 - 1/31/2014	24.00		1007
2014 New Laws Update	Criminal Laws	P.O.S.T.	Duluth	11/13/2014	11/6/2014 - 12/18/2014	2.00		1173
2014 Spring Combat Arrest & Control Tactics	Tactical	P.O.S.T.	Duluth	1/1/2014	1/1/2014 - 12/31/2014	4.00		1041
2014 Use of Force Simulator-MILO	Use of Force	In-Service	Duluth, MN	12/6/2014	12/6/2014 - 12/18/2014	1.00		1264
2015 Child Sex Trafficking-Law Enforcement Resp	Sex Crimes	Professional Develop	Duluth	4/27/2015	4/27/2015 - 4/29/2015	24.00		1218
2015 Crisis Intervention Team (CIT) Training -Fall	Mental Health	P.O.S.T.	Duluth, MN	9/21/2015	9/21/2015 - 9/24/2015	32.00		1350
2015 Domestic Violence Policy/Blueprint	Domestic Violence	In-Service	Duluth, MN	7/28/2015	7/28/2015 - 7/29/2015	0.50		1291
2015 Fall Firearms Qualification	Firearms	Qualifications	Duluth PD Range	10/8/2015	10/8/2015 - 10/29/2015	4.00		1681
2015 Hotel Drug Interdiction Training	Drug	In-Service	Duluth, MN	6/24/2015	6/24/2015 - 6/30/2015	0.50		1284
2015 Low Light and Inclement Weather Firearms	Firearms	Qualifications	Duluth, MN	2/9/2015	2/9/2015 - 3/18/2015	3.00		1263
2015 MGIA School Safety Conference	School Incidents	Professional Develop	St. Paul, MN	10/15/2015	10/15/2015 - 10/15/2015	8.00		1362
2015 MN Juvenile Officers Conference	Juveniles	Professional Develop	St. Cloud	1/28/2015	1/28/2015 - 1/30/2015	1.00		1198
2015 Mobile Access Certification	Computers	Communications	Duluth, MN	5/11/2015	4/28/2015 - 6/26/2015	1.00		1282
2015 New Laws Update	Criminal Laws	In-Service	Duluth, MN	11/18/2015	11/17/2015 - 12/30/2015	2.00		1292
2015 Spring Combat, Arrest & Control Tactics	Tactical	Skills Enhancement	Duluth	4/30/2015	4/30/2015 - 5/28/2015	4.00		1261
2015 Talking with Kids; Understanding	Investigations	Not Listed	Duluth PD	9/11/2015	8/11/2015 - 9/11/2015	1.00		1584
2015 Why Teens Kill Training	Homicide	Professional Develop	Superior, WI	9/10/2015	9/10/2015 - 9/10/2015	6.00		1321
2015-Use of Force (MILO) Simulator	Use of Force	Professional Develop	Not Listed	12/11/2015	12/11/2015 - 12/30/2015	1.00		1494
2016 Annual Firearms Qualifications	Firearms	Qualifications	Duluth Police Range	8/3/2016	7/17/2016 - 10/31/2016	2.00		1406
2016 CART Child Abduction Response Team	Child Abduction	Professional Develop	Duluth	4/26/2016	4/26/2016 - 4/29/2016	30.00		1473
2016 De-escalation strategies for MN EDP's crisis	Mental Health	P.O.S.T.	Duluth PD	6/22/2016	6/22/2016 - 6/22/2016	8.00		1430
2016 Inclement Weather Qualification	Firearms	Qualifications	Duluth, MN	3/1/2016	3/10/2016 - 4/18/2016	1.00		1490
2016 L.E.A.D.S. Training	Patrol Techniques	Skills Enhancement	Duluth, MN	2/1/2016	2/1/2016 - 2/1/2016	7.00		1405
2016 Low Light Firearms Qualification	Firearms	Qualifications	Duluth, MN	11/7/2016	11/7/2016 - 12/23/2016	4.00		1491
2016 MNJOA Conference	Juveniles	Skills Enhancement	Duluth, MN	1/27/2016	1/27/2016 - 1/29/2016	3.00		1404

Training By Officer / Name Of Training

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Officers	ID No.	Current Division	Current Rank	Total Training Hours		Officer Training Hours	Trk No.
Stauber, William Joseph	#424	Investigations	Investigator	1,002.00			
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates		
2016 New Laws Update Training	Criminal Laws	In-Service	Duluth PD	11/29/2016	11/29/2016 - 1/24/2017	2.00	1356
2016 Spring Combatives Training	Defense Tactics	P.O.S.T.	Duluth PD	5/19/2016	5/17/2016 - 6/8/2016	3.00	1423
2017 Annual Firearms Qualification	Firearms	Qualifications	Duluth Police Range	8/2/2017	8/2/2017 - 9/30/2017	1.00	1454
2017 Combat Arrest Control Tactics & Strategies	Defense Tactics	Skills Enhancement	Duluth, MN	11/13/2017	11/13/2017 - 3/18/2018	2.00	1489
2017 Fair and Impartial Policing for Pat. Officers	Bias Training	Professional Develop	Duluth, MN	9/14/2017	9/13/2017 - 1/16/2018	7.00	1457
2017 Inclement Weather Qualifications	Firearms	Qualifications	Duluth Police Range	1/20/2017	1/20/2017 - 3/30/2017	4.00	1455
2017 Low Light Firearms Qualification	Firearms	Qualifications	Duluth PD Range	11/4/2017	11/4/2017 - 12/22/2017	4.00	1487
2017 MNJOA Conference	Juveniles	Professional Develop	Duluth, MN	1/25/2017	1/25/2017 - 1/27/2017	3.00	1717
2017 Taser Training	Taser	Professional Develop	Duluth Police Range	3/16/2017	3/16/2017 - 7/1/2017	2.00	1583
2018 Annual Firearms Qualification	Firearms	Qualifications	Duluth PD Range	7/21/2018	7/21/2018 - 10/4/2018	3.00	1683
2018 Courageous Leadership for Law Enforcement	Leadership	Professional Develop	Duluth Police Department	9/10/2018	9/10/2018 - 9/10/2018	8.00	1874
2018 Hostile Event Response (3echo) Training	Critical Incidents	Incident Management	Duluth, MN	5/23/2018	5/23/2018 - 5/25/2018	4.50	1531
2018 Inclement Weather Qualification	Firearms	Qualifications	Duluth PD	1/25/2018	1/25/2018 - 3/23/2018	3.00	1488
2018 Low Light/Inclement Weather Qualification	Firearms	P.O.S.T.	Duluth Police Range	11/5/2018	10/29/2018 - 12/7/2018	3.00	1778
2018 MN Juvenile Conference	Juveniles	Professional Develop	Duluth, MN	1/24/2018	1/24/2018 - 1/26/2018	3.00	1571
2018 Patrol Rifle Operator Course	Firearms	Certification	Duluth	8/28/2018	8/28/2018 - 8/29/2018	16.00	1956
2018 Stonegarden Training	Not Listed	Not Listed	Not Listed	5/18/2018	1/1/2010 - 5/18/2018	1.00	1480
2018 Strategic Social Media Exploitation for LE	Investigations	P.O.S.T.	Not Listed	2/20/2018	2/20/2018 - 2/20/2018	4.00	1545
2019 Annual Firearms Qualification/Training	Firearms	Qualifications	Duluth PD	5/4/2019	5/4/2019 - 9/30/2019	3.00	1790
2019 EVOC Training	EVOC	Skills Enhancement	Not Listed	5/28/2019	5/28/2019 - 5/30/2019	10.00	1777
2019 Low Light/Inclement Weather Qualification	Firearms	Qualifications	Duluth Police Range	11/4/2019	11/4/2019 - 8/19/2020	3.00	1887
2019 MILO/Defensive Tactics Scenerio Training	Defense Tactics	Skills Enhancement	Duluth Police Department	3/5/2019	3/5/2019 - 4/18/2019	2.00	1781
2019 MNJOA Conference	Juveniles	Professional Develop	Duluth, MN	1/23/2019	1/23/2019 - 1/25/2019	3.00	1981
2019 POST CIT Training (16 Hours) October	Not Listed	P.O.S.T.	Duluth, MN	10/17/2019	10/17/2019 - 10/18/2019	16.00	1789
2019 Use of Force (DT Refresher)	Use of Force	Skills Enhancement	Duluth PD Range	11/4/2019	11/4/2019 - 12/23/2019	2.00	1889
2020 Annual Firearms Qualification	Firearms	P.O.S.T.	Duluth PD Range	7/3/2020	7/3/2020 - 10/3/2020	3.00	1898
2020 Basic Field Force Operations (FFO)	Protests	Incident Management	Duluth	2/24/2020	2/24/2020 - 2/27/2020	7.00	1954
2020 MN Juvenile Conference	Juveniles	Not Listed	Duluth, MN	1/29/2020	1/29/2020 - 1/31/2020	20.00	1914
2020 New World RMS/Mobile/Ticket Writer Trainin	Other	In-Service	Not Listed	9/25/2020	9/16/2020 - 10/20/2020	4.00	1919
2021 Active Threat/Shooter Response	Use of Force	P.O.S.T.	Duluth	9/30/2021	8/30/2021 - 9/30/2021	4.00	2289

Training By Officer / Name Of Training

* = Has Certificate

Officers		ID No.	Current Division	Current Rank	Total Training Hours		Officer Training			
Stauber, William Joseph		#424	Investigations	Investigator	1,002.00		Hours	Trk No.		
Name Of Training		Type Of Training	Category	Location	Attended	Training Dates	Hours	Trk No.		
2021 Combat Arrest and Control Tactics		Use of Force	P.O.S.T.	Duluth	9/30/2021	8/30/2021 - 9/30/2021	4.00	2288		
2021 Duty to Intervene (PATROL Online)		Other	P.O.S.T.	Patrol Online	3/14/2021	3/14/2021 - 9/10/2021	1.00	2265		
2021 Low Light/Inclement Weather Qualification		Firearms	P.O.S.T.	Duluth Range	11/8/2021	11/8/2021 - 12/22/2021	3.00	2342		
2021 Use of Force Part 1: Law and Principles		Use of Force	Not Listed	Online	2/27/2021	2/27/2021 - 6/14/2021	1.00	2139		
2021 Use of Force Part 2: Law and Principles		Use of Force	Not Listed	Online	3/2/2021	3/2/2021 - 6/14/2021	1.00	2140		
2021 Use of Force Part 3: Readiness		Use of Force	Not Listed	Online	3/2/2021	3/2/2021 - 3/15/2021	1.00	2141		
Total Class Hours:		993.00	Total Overtime Hours:	0.00	Total Other Hours:	9.00	Total Training Hours:	1,002.00		
In-Service Hrs:		34.00	CALEA Hrs:	0.00	State Approved Hrs:	310.00	Dept Required Hrs:	56.50	State Required Hrs:	92.00

1	Different Officers Listed	Total Class Hours:	993.00	Total Officer Training Hours:	1,002.00
155	Different Training Classes	Total Other Hours:	9.00	Total Overtime Hours:	0.00
In-Service Hrs: 34.00		CALEA Hrs: 0.00	State Approved Hrs: 310.00	Dept Required Hrs: 56.50	State Required Hrs: 92.00

Training Log

#TL-1

ID Number 424	Name Of Law Enforcement Officer Stauber, William Joseph	Date of Birth	Race	Social Security Number		
Agency Duluth Police Department				Date Hired		
Class Dates	Date Attended	Course Or Subject Title	Training Number Category	Location	Instructor	Training Hours
1/29/2020 1/31/2020	1/29/2020	2020 MN Juvenile Conference	2020-1914 Not Listed	Duluth, MN		20.00
2/24/2020 2/27/2020	2/24/2020	2020 Basic Field Force Operations (FFO) 00003-3101	2020-1954 Incident Management	Duluth		7.00
7/3/2020 10/3/2020	7/3/2020	2020 Annual Firearms Qualification 06906-0256	2020-1898 P.O.S.T.	Duluth PD Range	Olejnicak, Joel Lead Instructor	3.00
9/16/2020 10/20/2020	9/25/2020	2020 New World RMS/Mobile/Ticket Writer Training 06906-0261	2020-1919 In-Service	Not Listed	Ceynowa, Mike Lead Instructor	4.00
2/27/2021 6/14/2021	2/27/2021	2021 Use of Force Part 1: Law and Principles 09631-0336	2021-2139 Not Listed	Online		1.00
3/2/2021 3/15/2021	3/2/2021	2021 Use of Force Part 3: Readiness 09631-0342	2021-2141 Not Listed	Online		1.00
3/2/2021 6/14/2021	3/2/2021	2021 Use of Force Part 2: Law and Principles 09631-0341	2021-2140 Not Listed	Online		1.00
3/14/2021 9/10/2021	3/14/2021	2021 Duty to Intervene (PATROL Online) 09631-0344	2021-2265 P.O.S.T.	Patrol Online		1.00
8/30/2021 9/30/2021	9/30/2021	2021 Combat Arrest and Control Tactics 06902-0262	2021-2288 P.O.S.T.	Duluth	Schmidt, Robert Lead Instructor	4.00
8/30/2021 9/30/2021	9/30/2021	2021 Active Threat/Shooter Response 06906-0268	2021-2289 P.O.S.T.	Duluth	Olejnicak, Joel	4.00
11/8/2021 12/22/2021	11/8/2021	2021 Low Light/Inclement Weather Qualification 06906-0251	2021-2342 P.O.S.T.	Duluth Range	Schmidt, Robert	3.00
I certify that the information entered in this form has been verified and is substantiated by records maintained by this department.						Total Hours: 49.00
Signature _____		Title _____		Date _____ Month Day Year		
(Department Head or Authorized Representative)						

02/02/22

MN JVA Conference

04/04/22

Search & Seizure

Duluth
Carlton City

Training By Officer / Name Of Training

* = Has Certificate

Officers	ID No.	Current Division	Current Rank	Total Training Hours			
Hopps, Joel	#500	Patrol	Officer	429.00			
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	Officer Training Hours	Trk No.
2011 BCA Mobile Access Re-certification	Communications	Certification	Duluth, MN	2/4/2011	2/4/2011 - 3/4/2011	1.00	612
2011 Emotional Survival for Law Enforcement	Critical Incidents	Not Listed	Hermantown, MN	4/11/2011	4/11/2011 - 4/11/2011	8.00	488
2011 EVOC Training	EVOC	In-Service	Duluth, MN	4/7/2011	4/7/2011 - 11/23/2011	16.00	1267
2011 EVOC Training (June)	EVOC	Skills Enhancement	Duluth	4/6/2011	4/6/2011 - 4/7/2011	13.00	654
2011 Fall Firearms Training	Firearms	P.O.S.T.	Duluth	9/1/2011	9/1/2011 - 9/29/2011	4.00	616
2011 Fall Firearms/Close Quarters Handgun Traini	Firearms	P.O.S.T.	Duluth	9/1/2011	9/1/2011 - 9/30/2011	3.00	1117
2011 L.O.C.K.U.P. Police Combat and Contol Tacti	Defense Tactics	Skills Enhancement	Duluth, MN	3/30/2011	3/30/2011 - 5/12/2011	14.00	615
2011 MILO Judgement Shooting	Firearms	In-Service	Duluth, MN	11/30/2011	11/30/2011 - 12/9/2011	1.00	663
2011 New Law Updates	Legal Updates	P.O.S.T.	Webinar	11/15/2011	11/15/2011 - 11/15/2011	2.00	870
2011 Suspicious Activity Reporting(SAR) Initiative	Crime Prevention	Skills Enhancement	Duluth, MN	6/8/2011	6/8/2011 - 7/15/2011	0.25	617
2012 ARMER 101 "History of" Training	Communications	In-Service	Duluth, MN	9/1/2012	9/1/2012 - 12/31/2012	1.00	786
2012 ARMER 101 "Interoperability" Training	Communications	In-Service	Duluth	9/1/2012	9/1/2012 - 12/31/2012	1.00	787
2012 ARMER 101 Radio Training	Communications	In-Service	Duluth, MN	9/1/2012	9/1/2012 - 12/31/2012	1.00	785
2012 Below 100 Officer Deaths Initiative Training	Officer Safety	In-Service	Duluth, MN	6/11/2012	6/11/2012 - 6/11/2012	1.50	907
2012 DWI eCharging Training	DWI	P.O.S.T.	Duluth, MN	5/23/2012	5/23/2012 - 5/25/2012	2.00	788
2012 Fall Firearms-Tactical Anatomy	Firearms	P.O.S.T.	Duluth	9/1/2012	9/1/2012 - 12/31/2012	4.00	1040
2012 Low Light Inclement Weather Firearms Traini	Firearms	P.O.S.T.	Duluth	1/1/2012	1/1/2012 - 12/31/2012	3.00	1035
2012 New Laws Webinar Training	Other	P.O.S.T.	Online	1/1/2012	1/1/2012 - 12/31/2012	2.00	953
2012 Use of Force Training	Use of Force	P.O.S.T.	Duluth	12/3/2012	12/3/2012 - 12/31/2012	2.00	1118
2013 Counter Ambush Firearms Tactics	Firearms	Not Listed	Duluth	7/1/2013	7/1/2013 - 8/31/2013	4.00	1038
2013 DVS Security Training	Confidentiality	P.O.S.T.	Not Listed	1/1/2013	1/1/2013 - 12/31/2013	1.00	998
2013 Ethical Principles for Leaders	Ethics	P.O.S.T.	Duluth, MN	1/3/2013	1/3/2013 - 1/3/2013	4.00	927
2013 Ethical Use of Computers	Ethics	P.O.S.T.	Online	8/22/2013	8/22/2013 - 8/22/2013	1.00	950
2013 Low Light Inclement Weather Firearms	Firearms	P.O.S.T.	Duluth	10/7/2014	2/11/2013 - 3/6/2013	3.00	1039
2013 OSHA Global Harmonization System Training	Haz Mat	Not Listed	Duluth, MN	11/4/2013	11/4/2013 - 12/31/2013	1.00	1013
2013 Police Ethics Training	Ethics	P.O.S.T.	Duluth, MN	1/3/2013	1/3/2013 - 1/3/2013	4.00	830
2013 Use of Force Simulator-MILO	Use of Force	P.O.S.T.	Duluth	12/1/2013	12/1/2013 - 12/31/2013	1.00	1037
2014 3 Echo Hostile Event Response	Critical Incidents	Incident Management	Duluth, MN	12/5/2014	12/5/2014 - 12/6/2014	12.00	1201
2014 AXON BODY CAMERA TRAINING	Other	P.O.S.T.	Duluth	5/1/2014	5/1/2014 - 7/31/2014	1.00	1107

Training By Officer / Name Of Training

* = Has Certificate

Officers	ID No.	Current Division	Current Rank	Total Training Hours		Officer Training Hours		Trk No.
Hopps, Joel	#500	Patrol	Officer	429.00				
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	Officer Training Hours		Trk No.
2014 CPR/AED Training	CPR	Not Listed	Duluth	1/1/2014	1/1/2014 - 12/31/2014	4.00		1047
2014 Emergency Mgmt FEMA NIMS ICS 100, 200	Incident Management	Professional Develop	Online	1/1/2014	1/1/2014 - 12/31/2014	1.00		1025
2014 Fall Firearms Training	Firearms	Qualifications	Duluth	9/3/2014	9/3/2014 - 9/30/2014	4.00		1262
2014 L3 Body Camera Training	Electronic Evidence	In-Service	Duluth, MN	11/4/2014	11/4/2014 - 11/18/2014	0.25		1172
2014 Low Light Inclement Weather Firearms Traini	Firearms	P.O.S.T.	Duluth	1/1/2014	1/1/2014 - 12/31/2014	3.00		1036
2014 New Laws Update	Criminal Laws	P.O.S.T.	Duluth	12/11/2014	11/6/2014 - 12/18/2014	2.00		1173
2014 Spring Combat Arrest & Control Tactics	Tactical	P.O.S.T.	Duluth	1/1/2014	1/1/2014 - 12/31/2014	4.00		1041
2014 Use of Force Simulator-MILO	Use of Force	In-Service	Duluth, MN	12/6/2014	12/6/2014 - 12/18/2014	1.00		1264
2015 Bulletproof Leadership	Leadership	Professional Develop	Duluth	2/26/2015	2/25/2015 - 2/26/2015	8.00		1248
2015 Community Policing Turnout Training	Community Policing	Professional Develop	Duluth, MN	7/23/2015	7/23/2015 - 8/20/2015	0.50		1344
2015 Domestic Violence Policy/Blueprint	Domestic Violence	In-Service	Duluth, MN	7/22/2015	7/28/2015 - 7/29/2015	0.50		1291
2015 Evidence Based Burglary Profile Training	Evidence	Skills Enhancement	Duluth	5/6/2015	5/5/2015 - 5/6/2015	4.00		1225
2015 EVOC (Fall) Training	EVOC	Skills Enhancement	Duluth, MN	10/20/2015	9/22/2015 - 11/18/2015	10.00		1345
2015 Fall Firearms Qualification	Firearms	Qualifications	Duluth PD Range	10/8/2015	10/8/2015 - 10/29/2015	4.00		1681
2015 Frontline Response to Sex Trafficking	Sex Crimes	P.O.S.T.	Duluth, MN	9/21/2015	9/21/2015 - 9/21/2015	3.50		1352
2015 FTO Skills Enhancement Course	FTO	FTO	Duluth, MN	7/15/2015	7/15/2015 - 7/15/2015	8.00		1309
2015 Hotel Drug Interdiction Training	Drug	In-Service	Duluth, MN	6/30/2015	6/24/2015 - 6/30/2015	0.50		1284
2015 K9 Narc Sniff Turn Out Training	Narcotics	Skills Enhancement	Duluth PD	11/5/2015	10/22/2015 - 11/15/2015	0.50		1381
2015 Low Light and Inclement Weather Firearms	Firearms	Qualifications	Duluth, MN	2/9/2015	2/9/2015 - 3/18/2015	3.00		1263
2015 New Laws Update	Criminal Laws	In-Service	Duluth, MN	11/19/2015	11/17/2015 - 12/30/2015	2.00		1292
2015 SFST Update	DWI	P.O.S.T.	Duluth, MN	12/1/2015	12/1/2015 - 12/1/2015	4.00		1300
2015 Spring Combat, Arrest & Control Tactics	Tactical	Skills Enhancement	Duluth	4/30/2015	4/30/2015 - 5/28/2015	4.00		1261
2015 Talking with Kids; Understanding	Investigations	Not Listed	Duluth PD	9/2/2015	8/11/2015 - 9/11/2015	1.00		1584
2015-Use of Force (MILO) Simulator	Use of Force	Professional Develop	Not Listed	12/11/2015	12/11/2015 - 12/30/2015	1.00		1494
2016 Annual Firearms Qualifications	Firearms	Qualifications	Duluth Police Range	7/19/2016	7/17/2016 - 10/31/2016	2.00		1406
2016 Blueprint for Safety Training	Domestic Violence	Professional Develop	Duluth PD	3/22/2016	3/14/2016 - 5/12/2016	1.50		1346
2016 Crisis Intervention Training (CIT)- Spring	Mental Health	Mental Health	Duluth, MN	2/22/2016	2/22/2016 - 2/25/2016	32.00		1476
2016 Inclement Weather Qualification	Firearms	Qualifications	Duluth, MN	3/1/2016	3/10/2016 - 4/18/2016	1.00		1490
2016 L.E.A.D.S. Training	Patrol Techniques	Skills Enhancement	Duluth, MN	2/1/2016	2/1/2016 - 2/1/2016	7.00		1405
2016 Low Light Firearms Qualification	Firearms	Qualifications	Duluth, MN	11/7/2016	11/7/2016 - 12/23/2016	4.00		1491

Training By Officer / Name Of Training

* = Has Certificate

Officers	ID No.	Current Division	Current Rank	Total Training Hours			
Hopps, Joel	#500	Patrol	Officer	429.00			
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	Officer Training Hours	Trk No.
2016 Narcotics Training for Patrol	Drug	Skills Enhancement	Duluth	3/1/2016	3/1/2016 - 3/31/2016	1.00	1472
2016 New Laws Update Training	Criminal Laws	In-Service	Duluth PD	12/27/2017	11/29/2016 - 1/24/2017	2.00	1356
2016 Spring Combatives Training	Defense Tactics	P.O.S.T.	Duluth PD	5/24/2016	5/17/2016 - 6/8/2016	3.00	1423
2017 Annual Firearms Qualification	Firearms	Qualifications	Duluth Police Range	8/2/2017	8/2/2017 - 9/30/2017	1.00	1454
2017 Combat Arrest Control Tactics & Strategies	Defense Tactics	Skills Enhancement	Duluth, MN	11/13/2017	11/13/2017 - 3/18/2018	2.00	1489
2017 Fair and Impartial Policing for Pat. Officers	Bias Training	Professional Develop	Duluth, MN	9/13/2017	9/13/2017 - 1/16/2018	7.00	1457
2017 Inclement Weather Qualifications	Firearms	Qualifications	Duluth Police Range	1/20/2017	1/20/2017 - 3/30/2017	4.00	1455
2017 Low Light Firearms Qualification	Firearms	Qualifications	Duluth PD Range	11/4/2017	11/4/2017 - 12/22/2017	4.00	1487
2017 Taser Training	Taser	Professional Develop	Duluth Police Range	3/16/2017	3/16/2017 - 7/1/2017	2.00	1583
2018 Advanced FTO Training	FTO	FTO	Duluth, MN	1/8/2018	1/8/2018 - 1/8/2018	7.00	1482
2018 Annual Firearms Qualification	Firearms	Qualifications	Duluth PD Range	7/21/2018	7/21/2018 - 10/4/2018	3.00	1683
2018 Basic Police Bicyclist Course	Bike Patrol	Certification	Duluth, MN	6/13/2018	6/7/2018 - 6/13/2018	9.00	1483
2018 Courageous Leadership for Law Enforcement	Leadership	Professional Develop	Duluth Police Department	9/10/2018	9/10/2018 - 9/10/2018	8.00	1874
2018 Inclement Weather Qualification	Firearms	Qualifications	Duluth PD	1/25/2018	1/25/2018 - 3/23/2018	3.00	1488
2018 Less Lethal Launcher Training	Patrol Techniques	Incident Management	Duluth PD	3/6/2018	2/10/2018 - 5/6/2018	2.00	1957
2018 Low Light/Inclement Weather Qualification	Firearms	P.O.S.T.	Duluth Police Range	11/15/2018	10/29/2018 - 12/7/2018	3.00	1778
2018 Opioid Overdose Death Investigations	Death Investigations	P.O.S.T.	Duluth Police Department	10/5/2018	8/7/2018 - 10/5/2018	1.00	1853
2018 Stonegarden Training	Not Listed	Not Listed	Not Listed	1/1/2010	1/1/2010 - 5/18/2018	1.00	1480
2019 Annual Firearms Qualification/Training	Firearms	Qualifications	Duluth PD	5/4/2019	5/4/2019 - 9/30/2019	3.00	1790
2019 Low Light/Inclement Weather Qualification	Firearms	Qualifications	Duluth Police Range	11/4/2019	11/4/2019 - 8/19/2020	3.00	1887
2019 MILO/Defensive Tactics Scenerio Training	Defense Tactics	Skills Enhancement	Duluth Police Department	3/16/2019	3/5/2019 - 4/18/2019	2.00	1781
2019 Personal & Professional Breakthrough Trainin	Mental Health	Mental Health	Duluth, MN	3/5/2019	3/5/2019 - 3/6/2019	7.00	1776
2019 Use of Force (DT Refresher)	Use of Force	Skills Enhancement	Duluth PD Range	11/4/2019	11/4/2019 - 12/23/2019	2.00	1889
2020 Annual Firearms Qualification	Firearms	P.O.S.T.	Duluth PD Range	7/3/2020	7/3/2020 - 10/3/2020	3.00	1898
2020 Basic Field Force Operations (FFO)	Protests	Incident Management	Duluth	2/24/2020	2/24/2020 - 2/27/2020	7.00	1954
2020 Combat Arrest Control Tactics	Defense Tactics	P.O.S.T.	Duluth, MN	9/21/2020	9/16/2020 - 10/30/2020	4.00	1920
2020 EVOC Training	EVOC	P.O.S.T.	Duluth, MN	9/24/2020	9/21/2020 - 9/24/2020	10.00	1897
2020 New World RMS/Mobile/Ticket Writer Trainin	Other	In-Service	Not Listed	10/3/2020	9/16/2020 - 10/20/2020	4.00	1919
2021 Active Threat/Shooter Response	Use of Force	P.O.S.T.	Duluth	9/30/2021	8/30/2021 - 9/30/2021	4.00	2289
* 2021 Basic School Resource Officer	School Resource	Professional Develop	West Fargo, PD	8/2/2021	8/2/2021 - 8/6/2021	40.00	2298

Training By Officer / Name Of Training

* = Has Certificate

Officers	ID No.	Current Division	Current Rank	Total Training Hours		Officer Training Hours	Trk No.
Hopps, Joel	#500	Patrol	Officer	429.00			
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	Officer Training Hours	Trk No.
2021 CIT Training (2-day Fall)	CIT	P.O.S.T.	Public Safety Building	12/6/2021	12/6/2021 - 12/7/2021	32.00	2362
2021 Combat Arrest and Control Tactics	Use of Force	P.O.S.T.	Duluth	9/30/2021	8/30/2021 - 9/30/2021	4.00	2288
2021 Duty to Intervene (PATROL Online)	Other	P.O.S.T.	Patrol Online	3/14/2021	3/14/2021 - 9/10/2021	1.00	2265
2021 Low Light/Inclement Weather Qualification	Firearms	P.O.S.T.	Duluth Range	12/2/2021	11/8/2021 - 12/22/2021	3.00	2342
2021 Patrol Online Legislative Update	Criminal Laws	Not Listed	Online	9/1/2021	9/1/2021 - 9/1/2021	1.00	2281
2021 Use of Force Part 1: Law and Principles	Use of Force	Not Listed	Online	2/27/2021	2/27/2021 - 6/14/2021	1.00	2139
2021 Use of Force Part 2: Law and Principles	Use of Force	Not Listed	Online	3/2/2021	3/2/2021 - 6/14/2021	1.00	2140
2021 Use of Force Part 3: Readiness	Use of Force	Not Listed	Online	3/2/2021	3/2/2021 - 3/15/2021	1.00	2141
Total Class Hours:		431.00	Total Overtime Hours:	0.00	Total Other Hours:	0.00	Total Training Hours: 429.00
In-Service Hrs: 52.00		CALEA Hrs: 0.00	State Approved Hrs: 266.50	Dept Required Hrs: 79.75	State Required Hrs: 138.00		

1 Different Officers Listed	Total Class Hours:	431.00	Total Officer Training Hours:	429.00
97 Different Training Classes	Total Other Hours:	0.00	Total Overtime Hours:	0.00
In-Service Hrs: 52.00	CALEA Hrs: 0.00	State Approved Hrs: 266.50	Dept Required Hrs: 79.75	State Required Hrs: 138.00

Training Log

#TL-1

ID Number	Name Of Law Enforcement Officer	Date of Birth	Race	Social Security Number		
500	Hopps, Joel					
Agency					Date Hired	
Duluth Police Department						
Class Dates	Date Attended	Course Or Subject Title	Training Number Category	Location	Instructor	Training Hours
2/24/2020 2/27/2020	2/24/2020	2020 Basic Field Force Operations (FFO) 00003-3101	2020-1954 Incident Management	Duluth		7.00
7/3/2020 10/3/2020	7/3/2020	2020 Annual Firearms Qualification 06906-0256	2020-1898 P.O.S.T.	Duluth PD Range	Olejnicak, Joel Lead Instructor	3.00
9/16/2020 10/30/2020	9/21/2020	2020 Combat Arrest Control Tactics 06902-0262	2020-1920 P.O.S.T.	Duluth, MN	Olejnicak, Joel Lead Instructor	4.00
9/21/2020 9/24/2020	9/24/2020	2020 EVOC Training 06906-0249	2020-1897 P.O.S.T.	Duluth, MN	Pruse, Steve Lead Instructor	10.00
9/16/2020 10/20/2020	10/3/2020	2020 New World RMS/Mobile/Ticket Writer Training 06906-0261	2020-1919 In-Service	Not Listed	Ceynowa, Mike Lead Instructor	4.00
2/27/2021 6/14/2021	2/27/2021	2021 Use of Force Part 1: Law and Principles 09631-0336	2021-2139 Not Listed	Online		1.00
3/2/2021 3/15/2021	3/2/2021	2021 Use of Force Part 3: Readiness 09631-0342	2021-2141 Not Listed	Online		1.00
3/2/2021 6/14/2021	3/2/2021	2021 Use of Force Part 2: Law and Principles 09631-0341	2021-2140 Not Listed	Online		1.00
3/14/2021 9/10/2021	3/14/2021	2021 Duty to Intervene (PATROL Online) 09631-0344	2021-2265 P.O.S.T.	Patrol Online		1.00
8/2/2021 8/6/2021	8/2/2021	2021 Basic School Resource Officer	2021-2298 Professional Development	West Fargo, PD		40.00
9/1/2021 9/1/2021	9/1/2021	2021 Patrol Online Legislative Update 09361-0355	2021-2281 Not Listed	Online		1.00
8/30/2021 9/30/2021	9/30/2021	2021 Combat Arrest and Control Tactics 06902-0262	2021-2288 P.O.S.T.	Duluth	Schmidt, Robert Lead Instructor	4.00
8/30/2021 9/30/2021	9/30/2021	2021 Active Threat/Shooter Response 06906-0268	2021-2289 P.O.S.T.	Duluth	Olejnicak, Joel	4.00

02/02/22

MNJOA Conference

Duluth

#TL-1

Training Log

ID Number 500	Name Of Law Enforcement Officer Hopps, Joel		Date of Birth	Race	Social Security Number	
Agency Duluth Police Department					Date Hired	
Class Dates	Date Attended	Course Or Subject Title	Training Number Category	Location	Instructor	Training Hours
11/8/2021 12/22/2021	12/2/2021	2021 Low Light/Inclement Weather Qualification 06906-0251	2021-2342 P.O.S.T.	Duluth Range	Schmidt, Robert	3.00
12/6/2021 12/7/2021	12/6/2021	2021 CIT Training (2-day Fall) 06906-0252	2021-2362 P.O.S.T.	Public Safety Building		32.00
I certify that the information entered in this form has been verified and is substantiated by records maintained by this department.					Total Hours:	116.00
Signature _____		Title _____		Date _____		
(Department Head or Authorized Representative)				Month	Day	Year

Training By Officer / Name Of Training

* = Has Certificate

Officers	ID No.	Current Division	Current Rank	Total Training Hours			
Guenther, Chad	#501	Patrol	Officer	694.75			
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	Officer Training Hours	Trk No.
2011 BCA Mobile Access Re-certification	Communications	Certification	Duluth, MN	2/4/2011	2/4/2011 - 3/4/2011	1.00	612
2011 Emotional Survival for Law Enforcement	Critical Incidents	Not Listed	Hermantown, MN	4/11/2011	4/11/2011 - 4/11/2011	8.00	488
2011 EVOC Training	EVOC	In-Service	Duluth, MN	4/7/2011	4/7/2011 - 11/23/2011	16.00	1267
2011 EVOC Training (June)	EVOC	Skills Enhancement	Duluth	4/6/2011	4/6/2011 - 4/7/2011	13.00	654
2011 Fall Firearms Training	Firearms	P.O.S.T.	Duluth	9/1/2011	9/1/2011 - 9/29/2011	4.00	616
2011 Fall Firearms/Close Quarters Handgun Traini	Firearms	P.O.S.T.	Duluth	9/1/2011	9/1/2011 - 9/30/2011	3.00	1117
2011 L.O.C.K.U.P. Police Combat and Contol Tacti	Defense Tactics	Skills Enhancement	Duluth, MN	3/30/2011	3/30/2011 - 5/12/2011	14.00	615
2011 MILO Judgement Shooting	Firearms	In-Service	Duluth, MN	11/30/2011	11/30/2011 - 12/9/2011	1.00	663
2011 New Law Updates	Legal Updates	P.O.S.T.	Webinar	11/22/2011	11/22/2011 - 11/22/2011	2.00	871
2011 Suspicious Activity Reporting(SAR) Initiative	Crime Prevention	Skills Enhancement	Duluth, MN	6/8/2011	6/8/2011 - 7/15/2011	0.25	617
2012 ARMER 101 "History of" Training	Communications	In-Service	Duluth, MN	9/1/2012	9/1/2012 - 12/31/2012	1.00	786
2012 ARMER 101 "Interoperability" Training	Communications	In-Service	Duluth	9/1/2012	9/1/2012 - 12/31/2012	1.00	787
2012 ARMER 101 Radio Training	Communications	In-Service	Duluth, MN	9/1/2012	9/1/2012 - 12/31/2012	1.00	785
2012 Below 100 Officer Deaths Initiative Training	Officer Safety	In-Service	Duluth, MN	6/15/2012	6/15/2012 - 6/15/2012	1.50	909
2012 DWI eCharging Training	DWI	P.O.S.T.	Duluth, MN	5/23/2012	5/23/2012 - 5/25/2012	2.00	788
2012 Fall Firearms-Tactical Anatomy	Firearms	P.O.S.T.	Duluth	9/1/2012	9/1/2012 - 12/31/2012	4.00	1040
2012 Low Light Inclement Weather Firearms Traini	Firearms	P.O.S.T.	Duluth	1/1/2012	1/1/2012 - 12/31/2012	3.00	1035
2012 New Laws Webinar Training	Other	P.O.S.T.	Online	1/1/2012	1/1/2012 - 12/31/2012	2.00	953
2012 Use of Force Training	Use of Force	P.O.S.T.	Duluth	12/3/2012	12/3/2012 - 12/31/2012	2.00	1118
2013 Counter Ambush Firearms Tactics	Firearms	Not Listed	Duluth	7/1/2013	7/1/2013 - 8/31/2013	4.00	1038
2013 DVS Security Training	Confidentiality	P.O.S.T.	Not Listed	1/1/2013	1/1/2013 - 12/31/2013	1.00	998
2013 Ethical Use of Computers	Ethics	P.O.S.T.	Online	8/22/2013	8/22/2013 - 8/22/2013	1.00	950
2013 Law Enforcement Healthcare	Mental Health	P.O.S.T.	Duluth, MN	1/16/2013	1/16/2013 - 1/16/2013	1.50	783
2013 Low Light Inclement Weather Firearms	Firearms	P.O.S.T.	Duluth	10/7/2014	2/11/2013 - 3/6/2013	3.00	1039
2013 OSHA Global Harmonization System Training	Haz Mat	Not Listed	Duluth, MN	11/4/2013	11/4/2013 - 12/31/2013	1.00	1013
2013 POC SI Training	Investigations	P.O.S.T.	Duluth, MN	3/27/2013	3/27/2013 - 3/28/2013	16.00	875
2013 Use of Force Simulator-MILO	Use of Force	P.O.S.T.	Duluth	12/1/2013	12/1/2013 - 12/31/2013	1.00	1037
2014 3 Echo Classroom Training	Critical Incidents	Incident Management	Duluth	4/24/2014	4/24/2014 - 4/24/2014	4.00	1285
2014 3 Echo Practical Training	Critical Incidents	Incident Management	Duluth	4/25/2014	4/25/2014 - 4/26/2014	8.00	1286

Training By Officer / Name Of Training

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Officers	ID No.	Current Division	Current Rank	Total Training Hours		Officer Training Hours		Trk No.
Guenther, Chad	#501	Patrol	Officer	694.75				
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	Officer Training Hours		Trk No.
2014 AXON BODY CAMERA TRAINING	Other	P.O.S.T.	Duluth	5/1/2014	5/1/2014 - 7/31/2014	1.00		1107
2014 CPR/AED Training	CPR	Not Listed	Duluth	1/1/2014	1/1/2014 - 12/31/2014	4.00		1047
2014 DVS Access via MyBCA	Not Listed	Not Listed	Not Listed	1/10/2014	1/10/2014 - 1/10/2014	1.00		956
2014 Emergency Mgmt FEMA NIMS ICS 100, 200	Incident Management	Professional Develop	Online	1/1/2014	1/1/2014 - 12/31/2014	1.00		1025
2014 Fall Firearms Training	Firearms	Qualifications	Duluth	9/3/2014	9/3/2014 - 9/30/2014	4.00		1262
2014 FTO Training	FTO	FTO	Duluth, MN	2/6/2014	2/6/2014 - 2/6/2014	7.00		959
2014 Low Light Inclement Weather Firearms Traini	Firearms	P.O.S.T.	Duluth	1/1/2014	1/1/2014 - 12/31/2014	3.00		1036
2014 New Laws Update	Criminal Laws	P.O.S.T.	Duluth	11/13/2014	11/6/2014 - 12/18/2014	2.00		1173
2014 Spring Combat Arrest & Control Tactics	Tactical	P.O.S.T.	Duluth	1/1/2014	1/1/2014 - 12/31/2014	4.00		1041
2014 Use of Force Simulator-MILO	Use of Force	In-Service	Duluth, MN	12/6/2014	12/6/2014 - 12/18/2014	1.00		1264
2015 BCA DMT-G Cerification Course (Intoxylizer)	DWI	Certification	St. Paul, MN	6/2/2015	6/2/2015 - 6/4/2015	24.00		1324
2015 Community Policing Turnout Training	Community Policing	Professional Develop	Duluth, MN	8/20/2015	7/23/2015 - 8/20/2015	0.50		1344
2015 De-Escalation Strategies for Veteran's	Mental Health	Communications	Duluth, MN	3/25/2015	3/25/2015 - 3/25/2015	8.00		1257
2015 Domestic Violence Policy/Blueprint	Domestic Violence	In-Service	Duluth, MN	7/28/2015	7/28/2015 - 7/29/2015	0.50		1291
2015 Evidence Based Burglary Profile Training	Evidence	Skills Enhancement	Duluth	5/5/2015	5/5/2015 - 5/6/2015	4.00		1225
2015 EVOC (Fall) Training	EVOC	Skills Enhancement	Duluth, MN	10/21/2015	9/22/2015 - 11/18/2015	10.00		1345
2015 Fall Firearms Qualification	Firearms	Qualifications	Duluth PD Range	10/8/2015	10/8/2015 - 10/29/2015	4.00		1681
2015 FTO Skills Enhancement Course	FTO	FTO	Duluth, MN	7/15/2015	7/15/2015 - 7/15/2015	8.00		1309
2015 Hotel Drug Interdiction Training	Drug	In-Service	Duluth, MN	6/24/2015	6/24/2015 - 6/30/2015	0.50		1284
2015 Low Light and Inclement Weather Firearms	Firearms	Qualifications	Duluth, MN	2/9/2015	2/9/2015 - 3/18/2015	3.00		1263
2015 New Laws Update	Criminal Laws	In-Service	Duluth, MN	11/24/2015	11/17/2015 - 12/30/2015	2.00		1292
2015 SFST Update	DWI	P.O.S.T.	Duluth, MN	12/1/2015	12/1/2015 - 12/1/2015	4.00		1300
2015 Spring Combat, Arrest & Control Tactics	Tactical	Skills Enhancement	Duluth	4/30/2015	4/30/2015 - 5/28/2015	4.00		1261
2015-Use of Force (MILO) Simulator	Use of Force	Professional Develop	Not Listed	12/11/2015	12/11/2015 - 12/30/2015	1.00		1494
2016 Annual Firearms Qualifications	Firearms	Qualifications	Duluth Police Range	8/31/2016	7/17/2016 - 10/31/2016	2.00		1406
2016 Blueprint for Safety Training	Domestic Violence	Professional Develop	Duluth PD	3/14/2016	3/14/2016 - 5/12/2016	1.50		1346
2016 DVS Access via MyBCA Certification	Computers	Not Listed	Duluth, MN	1/2/2016	1/2/2016 - 6/26/2015	1.00		1332
2016 First Witnesss Forensic Interview Training	Child Abuse	Professional Develop	Duluth, MN	9/19/2016	9/19/2016 - 9/23/2016	34.00		1662
2016 Inclement Weather Qualification	Firearms	Qualifications	Duluth, MN	3/1/2016	3/10/2016 - 4/18/2016	1.00		1490
2016 Internet Profiling & Intelligence Gathering	Intelligence	Not Listed	Staples, MN	12/1/2016	12/1/2016 - 12/1/2016	1.00		1409

Training By Officer / Name Of Training

* = Has Certificate

Officers	ID No.	Current Division	Current Rank	Total Training Hours		Officer Training Hours		Trk No.
Guenther, Chad	#501	Patrol	Officer	694.75				
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates			
2016 Low Light Firearms Qualification	Firearms	Qualifications	Duluth, MN	11/7/2016	11/7/2016 - 12/23/2016	4.00		1491
2016 New Laws Update Training	Criminal Laws	In-Service	Duluth PD	1/5/2017	11/29/2016 - 1/24/2017	2.00		1356
2016 OPUE Training	Traffic Enforcement	P.O.S.T.	Online	12/6/2016	8/31/2016 - 12/6/2016	3.00		1387
2016 Peer Support/CISM Training	Mental Health	Mental Health	Duluth PD	4/11/2016	4/11/2016 - 4/14/2016	27.00		1688
2016 Spring Combatives Training	Defense Tactics	P.O.S.T.	Duluth PD	5/24/2016	5/17/2016 - 6/8/2016	3.00		1423
2017 Annual Firearms Qualification	Firearms	Qualifications	Duluth Police Range	8/2/2017	8/2/2017 - 9/30/2017	1.00		1454
2017 BCA Impact & Influence-Hermantown	Management	P.O.S.T.	Hermantown, Minnesota	5/3/2017	5/3/2017 - 5/4/2017	14.00		2072
2017 Combat Arrest Control Tactics & Strategies	Defense Tactics	Skills Enhancement	Duluth, MN	11/13/2017	11/13/2017 - 3/18/2018	2.00		1489
2017 Crisis Intervention Training (CIT)- Spring	Mental Health	Mental Health	Duluth PD	4/17/2017	4/17/2017 - 4/20/2017	32.00		1408
2017 DMT-G Recertification Course	DWI	Certification	Online	8/27/2017	3/23/2017 - 9/27/2017	3.00		1514
2017 Fair and Impartial Policing for Pat. Officers	Bias Training	Professional Develop	Duluth, MN	9/13/2017	9/13/2017 - 1/16/2018	7.00		1457
2017 FBI Firearms Instructor School	Firearms	Instructors	Rosemount, MN	5/22/2017	5/22/2017 - 5/26/2017	40.00		1467
2017 Inclement Weather Qualifications	Firearms	Qualifications	Duluth Police Range	1/20/2017	1/20/2017 - 3/30/2017	4.00		1455
2017 Low Light Firearms Qualification	Firearms	Qualifications	Duluth PD Range	11/4/2017	11/4/2017 - 12/22/2017	4.00		1487
2017 Predatory Offender Reg and Inv and training	Sex Crimes	Professional Develop	Hermantown, MN	3/7/2017	3/7/2017 - 3/7/2017	6.50		1537
2017 S&W M&P Pistol and AR15 Armorer Course	Firearms	Professional Develop	Duluth PD	10/10/2017	10/10/2017 - 10/12/2017	21.00		1466
2017 Taser Training	Taser	Professional Develop	Duluth Police Range	3/16/2017	3/16/2017 - 7/1/2017	2.00		1583
2018 3rd Annual LE and Social Services Conferenc	Professional Development	Not Listed	St. Cloud, MN	10/4/2018	10/4/2018 - 10/4/2018	8.00		2111
2018 Advanced FTO Training	FTO	FTO	Duluth, MN	1/8/2018	1/8/2018 - 1/8/2018	7.00		1482
2018 Annual Firearms Qualification	Firearms	Qualifications	Duluth PD Range	7/21/2018	7/21/2018 - 10/4/2018	3.00		1683
2018 Criminal Justice & Social Service Conf	Not Listed	Not Listed	St. Cloud	10/4/2018	10/4/2018 - 10/4/2018	8.00		2115
2018 Health & Human Services Conf	Not Listed	Not Listed	DECC	10/11/2018	10/11/2018 - 10/12/2018	16.00		2118
2018 Inclement Weather Qualification	Firearms	Qualifications	Duluth PD	1/25/2018	1/25/2018 - 3/23/2018	3.00		1488
2018 Low Light/Inclement Weather Qualification	Firearms	P.O.S.T.	Duluth Police Range	10/29/2018	10/29/2018 - 12/7/2018	3.00		1778
2018 OHV Laws & Regulations For L.E.	ATV	P.O.S.T.	Duluth PD	6/11/2018	6/11/2018 - 6/11/2018	3.00		1485
2018 Peer Support Training	Mental Health	Mental Health	Duluth	9/17/2018	9/17/2018 - 9/18/2018	2.00		1922
2018 Stonegarden Training	Not Listed	Not Listed	Not Listed	5/18/2018	1/1/2010 - 5/18/2018	1.00		1480
2018 Upper Midwest Regional CIT Conference	Not Listed	P.O.S.T.	Minneapolis, MN	10/9/2018	10/9/2018 - 10/9/2018	8.00		1784
2019 2nd Annual MN Police Mental Health Sympos	Mental Health	Mental Health	St. Paul	12/12/2019	12/12/2019 - 12/12/2019	8.00		1904
2019 Annual Firearms Qualification/Training	Firearms	Qualifications	Duluth PD	5/4/2019	5/4/2019 - 9/30/2019	3.00		1790

Training By Officer / Name Of Training

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Officers	ID No.	Current Division	Current Rank	Total Training Hours		Officer Training Hours		Trk No.
Guenther, Chad	#501	Patrol	Officer	694.75				
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	Officer Training Hours		Trk No.
2019 Law Enforcement & Social Services Conferen	Community Policing	Professional Develop	St. Cloud, Minnesota	10/17/2019	10/17/2019 - 10/17/2019	7.00		1845
2019 Low Light/Inclement Weather Qualification	Firearms	Qualifications	Duluth Police Range	11/4/2019	11/4/2019 - 8/19/2020	3.00		1887
2019 MILO/Defensive Tactics Scenerio Training	Defense Tactics	Skills Enhancement	Duluth Police Department	3/18/2019	3/5/2019 - 4/18/2019	2.00		1781
2019 Peer Support	Mental Health	Mental Health	Duluth, Minnesota	10/15/2019	10/15/2019 - 10/16/2019	14.00		1843
2019 Resiliency P.O.W.E.R. Program 1&2	Mental Health	Professional Develop	St. Paul, MN	6/6/2019	6/6/2019 - 6/6/2019	8.00		1799
2019 Use of Force (DT Refresher)	Use of Force	Skills Enhancement	Duluth PD Range	11/4/2019	11/4/2019 - 12/23/2019	2.00		1889
2020 Annual Firearms Qualification	Firearms	P.O.S.T.	Duluth PD Range	7/3/2020	7/3/2020 - 10/3/2020	3.00		1898
2020 Basic Field Force Operations (FFO)	Protests	Incident Management	Duluth	2/24/2020	2/24/2020 - 2/27/2020	7.00		1954
2020 Combat Arrest Control Tactics	Defense Tactics	P.O.S.T.	Duluth, MN	10/28/2020	9/16/2020 - 10/30/2020	4.00		1920
2020 EVOC Training	EVOC	P.O.S.T.	Duluth, MN	9/22/2020	9/21/2020 - 9/24/2020	10.00		1897
2020 National Co-Responder Conference	Mental Health	Professional Develop	Olathe, Kansas	3/9/2020	3/9/2020 - 3/11/2020	3.00		1928
2020 New World RMS/Mobile/Ticket Writer Trainin	Other	In-Service	Not Listed	9/23/2020	9/16/2020 - 10/20/2020	4.00		1919
2020 Winning the Battle Seminar	Mental Health	P.O.S.T.	Not Listed	1/10/2020	1/10/2020 - 1/10/2020	7.00		1894
2021 Active Threat/Shooter Response	Use of Force	P.O.S.T.	Duluth	9/20/2021	8/30/2021 - 9/30/2021	4.00		2289
* 2021 Basic School Resource Officer	School Resource	Professional Develop	West Fargo, PD	8/2/2021	8/2/2021 - 8/6/2021	40.00		2298
2021 BCA Single Certification	Confidentiality	Certification	Online	12/1/2021	12/1/2021 - 12/1/2021	1.00		2311
2021 CIT Training (2-day Fall)	CIT	P.O.S.T.	Public Safety Building	12/6/2021	12/6/2021 - 12/7/2021	32.00		2362
2021 Combat Arrest and Control Tactics	Use of Force	P.O.S.T.	Duluth	9/20/2021	8/30/2021 - 9/30/2021	4.00		2288
2021 Duty to Intervene (PATROL Online)	Other	P.O.S.T.	Patrol Online	3/14/2021	3/14/2021 - 9/10/2021	1.00		2265
2021 Low Light/Inclement Weather Qualification	Firearms	P.O.S.T.	Duluth Range	12/6/2021	11/8/2021 - 12/22/2021	3.00		2342
2021 Mobile Field Force Aug 9th	Protests	Not Listed	Duluth	8/9/2021	8/9/2021 - 8/9/2021	8.00		2290
2021 Patrol Online Legislative Update	Criminal Laws	Not Listed	Online	9/1/2021	9/1/2021 - 9/1/2021	1.00		2281
2021 Peer Support The Importance of Basics	Mental Health	Professional Develop	Duluth	9/27/2021	9/27/2021 - 9/27/2021	8.00		2343
2021 Policing Protests (PATROL)	Protests	P.O.S.T.	Online	5/19/2021	3/14/2021 - 6/9/2021	1.00		2152
2021 SFST Update	DWI	P.O.S.T.	Public Safety Building	12/16/2021	9/7/2021 - 12/16/2021	4.00		2345
2021 Use of Force Part 1: Law and Principles	Use of Force	Not Listed	Online	2/27/2021	2/27/2021 - 6/14/2021	1.00		2139
2021 Use of Force Part 2: Law and Principles	Use of Force	Not Listed	Online	3/2/2021	3/2/2021 - 6/14/2021	1.00		2140
2021 Use of Force Part 3: Readiness	Use of Force	Not Listed	Online	3/2/2021	3/2/2021 - 3/15/2021	1.00		2141

Training By Officer / Name Of Training

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Officers	ID No.	Current Division	Current Rank	Total Training Hours	Officer Training Hours	Trk No.
Guenther, Chad	#501	Patrol	Officer	694.75		
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	
Total Class Hours:	695.75	Total Overtime Hours:	0.00	Total Other Hours:	0.00	Total Training Hours:
						694.75
In-Service Hrs:	48.00	CALEA Hrs:	0.00	State Approved Hrs:	435.50	Dept Required Hrs:
						100.50
						State Required Hrs:
						138.00

1	Different Officers Listed	Total Class Hours:	695.75	Total Officer Training Hours:	694.75
117	Different Training Classes	Total Other Hours:	0.00	Total Overtime Hours:	0.00
In-Service Hrs:	48.00	CALEA Hrs:	0.00	State Approved Hrs:	435.50
				Dept Required Hrs:	100.50
				State Required Hrs:	138.00

Training Log

#TL-1

ID Number 501	Name Of Law Enforcement Officer Guenther, Chad		Date of Birth	Race	Social Security Number	
Agency Duluth Police Department					Date Hired	
Class Dates	Date Attended	Course Or Subject Title	Training Number Category	Location	Instructor	Training Hours
1/10/2020 1/10/2020	1/10/2020	2020 Winning the Battle Seminar	2020-1894 P.O.S.T.	Not Listed		7.00
2/24/2020 2/27/2020	2/24/2020	2020 Basic Field Force Operations (FFO) 00003-3101	2020-1954 Incident Management	Duluth		7.00
3/9/2020 3/11/2020	3/9/2020	2020 National Co-Responder Conference	2020-1928 Professional Development	Olathe, Kansas		3.00
7/3/2020 10/3/2020	7/3/2020	2020 Annual Firearms Qualification 06906-0256	2020-1898 P.O.S.T.	Duluth PD Range	Olejnicak, Joel Lead Instructor	3.00
9/21/2020 9/24/2020	9/22/2020	2020 EVOC Training 06906-0249	2020-1897 P.O.S.T.	Duluth, MN	Pruse, Steve Lead Instructor	10.00
9/16/2020 10/20/2020	9/23/2020	2020 New World RMS/Mobile/Ticket Writer Training 06906-0261	2020-1919 In-Service	Not Listed	Ceynowa, Mike Lead Instructor	4.00
9/16/2020 10/30/2020	10/28/2020	2020 Combat Arrest Control Tactics 06902-0262	2020-1920 P.O.S.T.	Duluth, MN	Olejnicak, Joel Lead Instructor	4.00
2/27/2021 6/14/2021	2/27/2021	2021 Use of Force Part 1: Law and Principles 09631-0336	2021-2139 Not Listed	Online		1.00
3/2/2021 3/15/2021	3/2/2021	2021 Use of Force Part 3: Readiness 09631-0342	2021-2141 Not Listed	Online		1.00
3/2/2021 6/14/2021	3/2/2021	2021 Use of Force Part 2: Law and Principles 09631-0341	2021-2140 Not Listed	Online		1.00
3/14/2021 9/10/2021	3/14/2021	2021 Duty to Intervene (PATROL Online) 09631-0344	2021-2265 P.O.S.T.	Patrol Online		1.00
3/14/2021 6/9/2021	5/19/2021	2021 Policing Protests (PATROL) 09631-0216	2021-2152 P.O.S.T.	Online		1.00
8/2/2021 8/6/2021	8/2/2021	2021 Basic School Resource Officer	2021-2298 Professional Development	West Fargo, PD		40.00

02/02/2022

MNJOA conference

Duluth

Training Log

#TL-1

ID Number 501	Name Of Law Enforcement Officer Guenther, Chad	Date of Birth	Race	Social Security Number		
Agency Duluth Police Department				Date Hired		
Class Dates	Date Attended	Course Or Subject Title	Training Number Category	Location	Instructor	Training Hours
8/9/2021 8/9/2021	8/9/2021	2021 Mobile Field Force Aug 9th 06906-0267	2021-2290 Not Listed	Duluth	Johnson, Ian	8.00
9/1/2021 9/1/2021	9/1/2021	2021 Patrol Online Legislative Update 09361-0355	2021-2281 Not Listed	Online		1.00
8/30/2021 9/30/2021	9/20/2021	2021 Combat Arrest and Control Tactics 06902-0262	2021-2288 P.O.S.T.	Duluth	Schmidt, Robert Lead Instructor	4.00
8/30/2021 9/30/2021	9/20/2021	2021 Active Threat/Shooter Response 06906-0268	2021-2289 P.O.S.T.	Duluth	Olejnicak, Joel	4.00
9/27/2021 9/27/2021	9/27/2021	2021 Peer Support The Importance of Basics 10529-0010	2021-2343 Professional Development	Duluth		8.00
12/1/2021 12/1/2021	12/1/2021	2021 BCA Single Certification	2021-2311 Certification	Online		1.00
12/6/2021 12/7/2021	12/6/2021	2021 CIT Training (2-day Fall) 06906-0252	2021-2362 P.O.S.T.	Public Safety Building		32.00
11/8/2021 12/22/2021	12/6/2021	2021 Low Light/Inclement Weather Qualification 06906-0251	2021-2342 P.O.S.T.	Duluth Range	Schmidt, Robert	3.00
9/7/2021 12/16/2021	12/16/2021	2021 SFST Update 3-3137	2021-2345 P.O.S.T.	Public Safety Building	Pruse, Steve Lead Instructor	4.00
I certify that the information entered in this form has been verified and is substantiated by records maintained by this department.					Total Hours:	148.00
Signature _____		Title _____		Date _____ Month Day Year		
(Department Head or Authorized Representative)						

Training By Officer / Name Of Training

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Officers	ID No.	Current Division	Current Rank	Total Training Hours		Officer Training Hours	Trk No.
Hanna, Kelly Scott	#408	Patrol	Officer	393.50			
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates		
2008 Hangun Shooting on the Move:Fall 2008	Firearms	In-Service	Duluth	9/29/2008	9/22/2008 - 10/20/2008	3.00	671
2008 Low Light Inclement Weather Firearms Traini	Firearms	In-Service	Duluth, MN	2/27/2008	2/11/2008 - 2/28/2008	4.00	672
2008 M&P Pistol and ALS Holster Transition	Firearms	In-Service	Duluth	5/6/2008	5/5/2008 - 6/13/2008	4.00	666
2008 San Jose FTO	Not Listed	Not Listed	Duluth	12/29/2008	12/29/2008 - 12/30/2008	16.00	372
2009 COMPSTAT Training	In-Service	P.O.S.T.	Duluth	12/13/2009	12/13/2009 - 12/17/2009	3.00	92
2009 CPR / AED Training	CPR	P.O.S.T.	Duluth	11/3/2009	11/3/2009 - 11/9/2009	2.50	93
2009 Fall Firearms Training	Firearms	P.O.S.T.	Duluth	9/17/2009	9/17/2009 - 10/6/2009	3.00	102
2009 Firearms Training Simulator (MILO) System	Firearms	In-Service	Duluth	1/25/2009	1/24/2009 - 1/30/2009	1.00	670
2009 Interview & Interrogation / Search & Seizure	Investigations	P.O.S.T.	Duluth	5/26/2009	5/26/2009 - 6/9/2009	2.00	31
2009 Low Light Inclement Weather Firearms Traini	Use of Force	In-Service	Duluth	2/19/2009	2/9/2009 - 2/26/2009	4.00	669
2009 New Laws Training	Legal Updates	P.O.S.T.	Duluth	10/8/2009	10/8/2009 - 10/29/2009	2.00	94
2009 Spring/Summer Firearms Training	Firearms	P.O.S.T.	Duluth	6/2/2009	6/1/2009 - 6/29/2009	2.00	40
2009 Updated SFST Training	Not Listed	Not Listed	Duluth	1/27/2009	1/27/2009 - 1/27/2009	4.00	366
2009 X-26 Taser Re-certification	Use of Force	In-Service	Duluth, MN	6/12/2009	6/12/2009 - 7/27/2009	4.00	668
2010 BEAST Training	Computers	In-Service	Duluth	1/6/2010	1/5/2010 - 5/28/2010	1.00	352
2010 Bloodorne Pathogens	Bio Hazard	P.O.S.T.	Duluth	1/4/2010	1/4/2010 - 12/31/2010	2.00	96
2010 Customer Service Training	Miscellaneous	In-Service	Duluth	3/18/2010	3/18/2010 - 6/9/2010	1.50	353
2010 Defensive Tactics/PPCT Refresher	Defense Tactics	In-Service	Duluth	3/30/2010	3/30/2010 - 4/6/2010	7.00	356
2010 EVOC (Fall)	EVOC	Skills Enhancement	Duluth, MN	10/12/2010	10/12/2010 - 10/22/2010	12.00	1269
2010 Excited Delirium & In Custody Deaths	Miscellaneous	P.O.S.T.	Duluth	4/15/2010	4/15/2010 - 4/22/2010	4.00	172
2010 Fall Firearms Training	Firearms	Not Listed	Duluth	9/1/2010	9/1/2010 - 9/27/2010	4.00	478
2010 Hazardous Materials	Haz Mat	P.O.S.T.	Duluth	1/4/2010	1/4/2010 - 12/31/2010	2.00	95
2010 Low Light Inclement Weather Firearms Traini	Firearms	P.O.S.T.	Duluth	2/2/2010	2/2/2010 - 2/25/2010	4.00	103
2010 New Laws Updates	Legal Updates	In-Service	Duluth	10/28/2010	10/12/2010 - 11/16/2010	2.00	354
2010 Use of Force Simulator (MILO) Training	Use of Force	In-Service	Duluth	1/22/2010	1/22/2010 - 1/29/2010	1.00	355
2011 BCA Mobile Access Re-certification	Communications	Certification	Duluth, MN	2/4/2011	2/4/2011 - 3/4/2011	1.00	612
2011 Fall Firearms Training	Firearms	P.O.S.T.	Duluth	9/1/2011	9/1/2011 - 9/29/2011	4.00	616
2011 Fall Firearms/Close Quarters Handgun Traini	Firearms	P.O.S.T.	Duluth	9/1/2011	9/1/2011 - 9/30/2011	3.00	1117
2011 L.O.C.K.U.P. Police Combat and Contol Tacti	Defense Tactics	Skills Enhancement	Duluth, MN	3/30/2011	3/30/2011 - 5/12/2011	14.00	615

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Officers	ID No.	Current Division	Current Rank	Total Training Hours		Officer Training Hours		Trk No.
Hanna, Kelly Scott	#408	Patrol	Officer	393.50				
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	Officer Training Hours		Trk No.
2011 L.O.C.K.U.P. Police Combat and Control Tactics	Tactical	P.O.S.T.	Duluth	3/30/2011	3/30/2011 - 6/30/2011	14.00		1116
2011 License Plate Reader (LPR) Training	Patrol Techniques	In-Service	Duluth, MN	1/18/2011	1/18/2011 - 2/7/2011	1.00		618
2011 Low Light Inclement Weather Firearms Training	Firearms	P.O.S.T.	Duluth	2/3/2011	2/1/2011 - 2/28/2011	4.00		479
2011 MILO Judgement Shooting	Firearms	In-Service	Duluth, MN	11/30/2011	11/30/2011 - 12/9/2011	1.00		663
2011 New Law Updates	Legal Updates	P.O.S.T.	Webinar	11/23/2011	11/23/2011 - 11/23/2011	2.00		872
2011 Suspicious Activity Reporting(SAR) Initiative	Crime Prevention	Skills Enhancement	Duluth, MN	6/8/2011	6/8/2011 - 7/15/2011	0.25		617
2011 Tactical Search & Seizure	Search & Seizure	P.O.S.T.	Duluth	5/19/2011	5/19/2011 - 5/19/2011	9.00		548
2011 Use of Force Training Simulator (MILO) System	Use of Force	Not Listed	Duluth	1/23/2011	1/21/2011 - 1/28/2011	0.75		318
2012 ARMER 101 "History of" Training	Communications	In-Service	Duluth, MN	9/1/2012	9/1/2012 - 12/31/2012	1.00		786
2012 ARMER 101 "Interoperability" Training	Communications	In-Service	Duluth	9/1/2012	9/1/2012 - 12/31/2012	1.00		787
2012 ARMER 101 Radio Training	Communications	In-Service	Duluth, MN	9/1/2012	9/1/2012 - 12/31/2012	1.00		785
2012 Below 100 Officer Deaths Initiative Training	Officer Safety	In-Service	Duluth, MN	6/19/2012	6/19/2012 - 6/19/2012	1.50		910
2012 Fall Firearms-Tactical Anatomy	Firearms	P.O.S.T.	Duluth	9/1/2012	9/1/2012 - 12/31/2012	4.00		1040
2012 FTO Class	FTO	FTO	Duluth, MN	1/20/2012	1/20/2012 - 1/30/2012	2.00		741
2012 Low Light Inclement Weather Firearms Training	Firearms	P.O.S.T.	Duluth	1/1/2012	1/1/2012 - 12/31/2012	3.00		1035
2012 Use of Force Training	Use of Force	P.O.S.T.	Duluth	12/3/2012	12/3/2012 - 12/31/2012	2.00		1118
2013 Counter Ambush Firearms Tactics	Firearms	Not Listed	Duluth	7/1/2013	7/1/2013 - 8/31/2013	4.00		1038
2013 DVS Security Training	Confidentiality	P.O.S.T.	Not Listed	1/1/2013	1/1/2013 - 12/31/2013	1.00		998
2013 DWI & Traffic Safety Webinar	DWI	Not Listed	Online	8/12/2013	8/12/2013 - 8/30/2013	1.00		936
2013 Ethical Use of Computers	Ethics	P.O.S.T.	Online	8/22/2013	8/22/2013 - 8/22/2013	1.00		950
2013 Low Light Inclement Weather Firearms	Firearms	P.O.S.T.	Duluth	10/7/2014	2/11/2013 - 3/6/2013	3.00		1039
2013 OSHA Global Harmonization System Training	Haz Mat	Not Listed	Duluth, MN	11/4/2013	11/4/2013 - 12/31/2013	1.00		1013
2013 Use of Force Simulator-MILO	Use of Force	P.O.S.T.	Duluth	12/1/2013	12/1/2013 - 12/31/2013	1.00		1037
2014 Autism Awareness Training	Mental Health	Not Listed	Duluth	10/2/2014	10/22/2014 - 10/22/2014	2.00		1162
2014 AXON BODY CAMERA TRAINING	Other	P.O.S.T.	Duluth	5/1/2014	5/1/2014 - 7/31/2014	1.00		1107
2014 DVS Access via MyBCA	Not Listed	Not Listed	Not Listed	1/10/2014	1/10/2014 - 1/10/2014	1.00		956
2014 DWI & Traffic Safety Webinar	DWI	P.O.S.T.	Webinar	3/10/2014	3/10/2014 - 3/21/2014	1.00		989
2014 DWI/SFST Update	DWI	P.O.S.T.	Duluth	4/24/2014	4/24/2014 - 4/24/2014	4.00		1046
2014 Emergency Mgmt FEMA NIMS ICS 100, 200	Incident Management	Professional Develop	Online	1/1/2014	1/1/2014 - 12/31/2014	1.00		1025
2014 Fall Firearms Training	Firearms	Qualifications	Duluth	9/3/2014	9/3/2014 - 9/30/2014	4.00		1262

Training By Officer / Name Of Training

* = Has Certificate

Officers	ID No.	Current Division	Current Rank	Total Training Hours			
Hanna, Kelly Scott	#408	Patrol	Officer	393.50			
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates	Officer Training Hours	Trk No.
2014 FTO Training	FTO	FTO	Duluth, MN	2/6/2014	2/6/2014 - 2/6/2014	6.00	959
2014 Low Light Inclement Weather Firearms Traini	Firearms	P.O.S.T.	Duluth	1/1/2014	1/1/2014 - 12/31/2014	3.00	1036
2014 New Laws Update	Criminal Laws	P.O.S.T.	Duluth	12/18/2014	11/6/2014 - 12/18/2014	2.00	1173
2014 SFST REFRESHER TRAINING	Other	P.O.S.T.	Duluth	4/24/2014	4/24/2014 - 4/24/2014	1.00	1069
2014 Spring Combat Arrest & Control Tactics	Tactical	P.O.S.T.	Duluth	1/1/2014	1/1/2014 - 12/31/2014	4.00	1041
2014 Use of Force Simulator-MILO	Use of Force	In-Service	Duluth, MN	12/6/2014	12/6/2014 - 12/18/2014	1.00	1264
2015 Community Policing Turnout Training	Community Policing	Professional Develop	Duluth, MN	7/24/2015	7/23/2015 - 8/20/2015	0.50	1344
2015 Domestic Violence Policy/Blueprint	Domestic Violence	In-Service	Duluth, MN	7/16/2015	7/28/2015 - 7/29/2015	0.50	1291
2015 EVOC (Fall) Training	EVOC	Skills Enhancement	Duluth, MN	9/23/2015	9/22/2015 - 11/18/2015	10.00	1345
2015 Fall Firearms Qualification	Firearms	Qualifications	Duluth PD Range	10/8/2015	10/8/2015 - 10/29/2015	4.00	1681
2015 Low Light and Inclement Weather Firearms	Firearms	Qualifications	Duluth, MN	2/9/2015	2/9/2015 - 3/18/2015	3.00	1263
2015 New Laws Update	Criminal Laws	In-Service	Duluth, MN	12/30/2015	11/17/2015 - 12/30/2015	2.00	1292
2015 Spring Combat, Arrest & Control Tactics	Tactical	Skills Enhancement	Duluth	4/30/2015	4/30/2015 - 5/28/2015	4.00	1261
2015-Use of Force (MILO) Simulator	Use of Force	Professional Develop	Not Listed	12/11/2015	12/11/2015 - 12/30/2015	1.00	1494
2016 Annual Firearms Qualifications	Firearms	Qualifications	Duluth Police Range	7/18/2016	7/17/2016 - 10/31/2016	2.00	1406
2016 Blueprint for Safety Training	Domestic Violence	Professional Develop	Duluth PD	3/28/2016	3/14/2016 - 5/12/2016	1.50	1346
2016 Inclement Weather Qualification	Firearms	Qualifications	Duluth, MN	3/1/2016	3/10/2016 - 4/18/2016	1.00	1490
2016 Low Light Firearms Qualification	Firearms	Qualifications	Duluth, MN	11/7/2016	11/7/2016 - 12/23/2016	4.00	1491
2016 Narcotics Training for Patrol	Drug	Skills Enhancement	Duluth	3/1/2016	3/1/2016 - 3/31/2016	1.00	1472
2016 New Laws Update Training	Criminal Laws	In-Service	Duluth PD	11/29/2016	11/29/2016 - 1/24/2017	2.00	1356
2016 Spring Combatives Training	Defense Tactics	P.O.S.T.	Duluth PD	5/31/2016	5/17/2016 - 6/8/2016	3.00	1423
2017 Annual Firearms Qualification	Firearms	Qualifications	Duluth Police Range	8/2/2017	8/2/2017 - 9/30/2017	1.00	1454
2017 Combat Arrest Control Tactics & Strategies	Defense Tactics	Skills Enhancement	Duluth, MN	11/13/2017	11/13/2017 - 3/18/2018	2.00	1489
2017 Fair and Impartial Policing for Pat. Officers	Bias Training	Professional Develop	Duluth, MN	9/25/2017	9/13/2017 - 1/16/2018	7.00	1457
2017 Inclement Weather Qualifications	Firearms	Qualifications	Duluth Police Range	1/20/2017	1/20/2017 - 3/30/2017	4.00	1455
2017 Low Light Firearms Qualification	Firearms	Qualifications	Duluth PD Range	11/4/2017	11/4/2017 - 12/22/2017	4.00	1487
2017 Taser Training	Taser	Professional Develop	Duluth Police Range	3/16/2017	3/16/2017 - 7/1/2017	2.00	1583
2018 Advanced FTO Training	FTO	FTO	Duluth, MN	1/8/2018	1/8/2018 - 1/8/2018	7.00	1482
2018 Annual Firearms Qualification	Firearms	Qualifications	Duluth PD Range	7/21/2018	7/21/2018 - 10/4/2018	3.00	1683
2018 Hostile Event Response (3echo) Training	Critical Incidents	Incident Management	Duluth, MN	5/23/2018	5/23/2018 - 5/25/2018	4.50	1531

Training By Officer / Name Of Training

* = Has Certificate

Officers	ID No.	Current Division	Current Rank	Total Training Hours				Officer Training Hours	Trk No.
Hanna, Kelly Scott	#408	Patrol	Officer	393.50					
Name Of Training	Type Of Training	Category	Location	Attended	Training Dates				
2018 Inclement Weather Qualification	Firearms	Qualifications	Duluth PD	1/25/2018	1/25/2018 - 3/23/2018	3.00	1488		
2018 Less Lethal Launcher Training	Patrol Techniques	Incident Management	Duluth PD	3/17/2018	2/10/2018 - 5/6/2018	2.00	1957		
2018 Low Light/Inclement Weather Qualification	Firearms	P.O.S.T.	Duluth Police Range	11/21/2018	10/29/2018 - 12/7/2018	3.00	1778		
2018 Strategic Social Media Exploitation for LE	Investigations	P.O.S.T.	Not Listed	2/20/2018	2/20/2018 - 2/20/2018	4.00	1545		
2019 Annual Firearms Qualification/Training	Firearms	Qualifications	Duluth PD	5/4/2019	5/4/2019 - 9/30/2019	3.00	1790		
2019 Low Light/Inclement Weather Qualification	Firearms	Qualifications	Duluth Police Range	11/4/2019	11/4/2019 - 8/19/2020	3.00	1887		
2019 MILO/Defensive Tactics Scenerio Training	Defense Tactics	Skills Enhancement	Duluth Police Department	3/13/2019	3/5/2019 - 4/18/2019	2.00	1781		
2019 Personal & Professional Breakthrough Trainin	Mental Health	Mental Health	Duluth, MN	3/6/2019	3/5/2019 - 3/6/2019	7.00	1776		
2019 Use of Force (DT Refresher)	Use of Force	Skills Enhancement	Duluth PD Range	11/4/2019	11/4/2019 - 12/23/2019	2.00	1889		
2020 Annual Firearms Qualification	Firearms	P.O.S.T.	Duluth PD Range	7/3/2020	7/3/2020 - 10/3/2020	3.00	1898		
2020 Basic Field Force Operations (FFO)	Protests	Incident Management	Duluth	2/24/2020	2/24/2020 - 2/27/2020	7.00	1954		
2020 Combat Arrest Control Tactics	Defense Tactics	P.O.S.T.	Duluth, MN	9/16/2020	9/16/2020 - 10/30/2020	4.00	1920		
2020 EVOC Training	EVOC	P.O.S.T.	Duluth, MN	9/22/2020	9/21/2020 - 9/24/2020	10.00	1897		
2020 New World RMS/Mobile/Ticket Writer Trainin	Other	In-Service	Not Listed	9/23/2020	9/16/2020 - 10/20/2020	4.00	1919		
2021 Active Threat/Shooter Response	Use of Force	P.O.S.T.	Duluth	9/20/2021	8/30/2021 - 9/30/2021	4.00	2289		
2021 CIT (4-Day) Fall	CIT	P.O.S.T.	Spirit Mountain-Duluth	9/27/2021	9/27/2021 - 9/30/2021	32.00	2301		
2021 Combat Arrest and Control Tactics	Use of Force	P.O.S.T.	Duluth	9/20/2021	8/30/2021 - 9/30/2021	4.00	2288		
2021 Duty to Intervene (PATROL Online)	Other	P.O.S.T.	Patrol Online	3/14/2021	3/14/2021 - 9/10/2021	1.00	2265		
2021 Low Light/Inclement Weather Qualification	Firearms	P.O.S.T.	Duluth Range	12/8/2021	11/8/2021 - 12/22/2021	3.00	2342		
2021 mobile Field Force Aug 13th	Protests	Not Listed	Duluth	8/13/2021	8/13/2021 - 8/13/2021	8.00	2291		
2021 Use of Force Part 1: Law and Principles	Use of Force	Not Listed	Online	2/27/2021	2/27/2021 - 6/14/2021	1.00	2139		
2021 Use of Force Part 2: Law and Principles	Use of Force	Not Listed	Online	3/2/2021	3/2/2021 - 6/14/2021	1.00	2140		
2021 Use of Force Part 3: Readiness	Use of Force	Not Listed	Online	3/2/2021	3/2/2021 - 3/15/2021	1.00	2141		

Total Class Hours:	395.50	Total Overtime Hours:	0.00	Total Other Hours:	0.00	Total Training Hours:	393.50
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In-Service Hrs:	52.00	CALEA Hrs:	0.00	State Approved Hrs:	202.00	Dept Required Hrs:	67.50	State Required Hrs:	125.00
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1 Different Officers Listed		Total Class Hours: 395.50		Total Officer Training Hours: 393.50					
112 Different Training Classes		Total Other Hours: 0.00		Total Overtime Hours: 0.00					
In-Service Hrs:	52.00	CALEA Hrs:	0.00	State Approved Hrs:	202.00	Dept Required Hrs:	67.50	State Required Hrs:	125.00

Training Log

#TL-1

ID Number	Name Of Law Enforcement Officer	Date of Birth	Race	Social Security Number		
408	Hanna, Kelly Scott					
Agency					Date Hired	
Duluth Police Department						
Class Dates	Date Attended	Course Or Subject Title	Training Number Category	Location	Instructor	Training Hours
2/24/2020 2/27/2020	2/24/2020	2020 Basic Field Force Operations (FFO) 00003-3101	2020-1954 Incident Management	Duluth		7.00
7/3/2020 10/3/2020	7/3/2020	2020 Annual Firearms Qualification 06906-0256	2020-1898 P.O.S.T.	Duluth PD Range	Olejnicak, Joel Lead Instructor	3.00
9/16/2020 10/30/2020	9/16/2020	2020 Combat Arrest Control Tactics 06902-0262	2020-1920 P.O.S.T.	Duluth, MN	Olejnicak, Joel Lead Instructor	4.00
9/21/2020 9/24/2020	9/22/2020	2020 EVOC Training 06906-0249	2020-1897 P.O.S.T.	Duluth, MN	Pruse, Steve Lead Instructor	10.00
9/16/2020 10/20/2020	9/23/2020	2020 New World RMS/Mobile/Ticket Writer Training 06906-0261	2020-1919 In-Service	Not Listed	Ceynowa, Mike Lead Instructor	4.00
2/27/2021 6/14/2021	2/27/2021	2021 Use of Force Part 1: Law and Principles 09631-0336	2021-2139 Not Listed	Online		1.00
3/2/2021 3/15/2021	3/2/2021	2021 Use of Force Part 3: Readiness 09631-0342	2021-2141 Not Listed	Online		1.00
3/2/2021 6/14/2021	3/2/2021	2021 Use of Force Part 2: Law and Principles 09631-0341	2021-2140 Not Listed	Online		1.00
3/14/2021 9/10/2021	3/14/2021	2021 Duty to Intervene (PATROL Online) 09631-0344	2021-2265 P.O.S.T.	Patrol Online		1.00
8/13/2021 8/13/2021	8/13/2021	2021 mobile Field Force Aug 13th 06906-0267	2021-2291 Not Listed	Duluth	Johnson, Ian	8.00
8/30/2021 9/30/2021	9/20/2021	2021 Combat Arrest and Control Tactics 06902-0262	2021-2288 P.O.S.T.	Duluth	Schmidt, Robert Lead Instructor	4.00
8/30/2021 9/30/2021	9/20/2021	2021 Active Threat/Shooter Response 06906-0268	2021-2289 P.O.S.T.	Duluth	Olejnicak, Joel	4.00
9/27/2021 9/30/2021	9/27/2021	2021 CIT (4-Day) Fall 06906-0252	2021-2301 P.O.S.T.	Spirit Mountain-Duluth	Brian Jones Lead Instructor	32.00

07/07/22

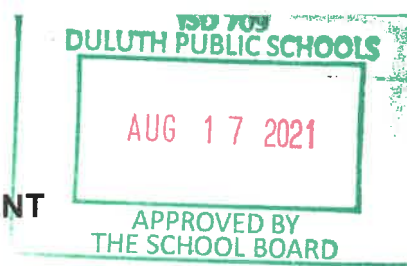
MN DOJ Conference

DJH

#TL-1

Training Log

ID Number 408	Name Of Law Enforcement Officer Hanna, Kelly Scott		Date of Birth	Race	Social Security Number	
Agency Duluth Police Department					Date Hired	
Class Dates	Date Attended	Course Or Subject Title	Training Number Category	Location	Instructor	Training Hours
11/8/2021 12/22/2021	12/8/2021	2021 Low Light/Inclement Weather Qualification 06906-0251	2021-2342 P.O.S.T.	Duluth Range	Schmidt, Robert	3.00
I certify that the information entered in this form has been verified and is substantiated by records maintained by this department.					Total Hours:	83.00
Signature _____ (Department Head or Authorized Representative)		Title _____		Date _____ Month Day Year		



SCHOOL RESOURCE OFFICER PROGRAM AGREEMENT

THIS AGREEMENT is by and between INDEPENDENT SCHOOL DISTRICT NO. 709 hereinafter referred to as the "School District", and the CITY OF DULUTH, hereinafter referred to as "City".

WHEREAS, the School District and the City desire to join in mutual effort to curb delinquency and crime in the community and to develop better community understanding of law and law enforcement; and

WHEREAS, the State Legislature has provided in Minnesota Statutes Section 126C.44, a vehicle to fund a cooperative effort by the School District and City to curb juvenile delinquency and crime;

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this Agreement, the School District and City agree as follows:

ARTICLE I

SCHOOL RESOURCE OFFICER DEFINITION AND DUTIES

1. For the purpose of this Agreement, the term "school resource officer" (SRO) shall have the meaning and duties described by this article and in the job description attached to this Agreement as Exhibit A.

1.1. The school resource officer will be a police officer of the Duluth Police Department who will assist in the establishment and coordination of a cooperative community approach among schools, parents, police and other resources in reaching the children's and the community's needs and problems.

1.2. The duties of the school resource officer include the following:

- a. SROs will not have responsibility for enforcement of school discipline.
- b. Actively promote the goals and mission statement of the Duluth Police Department.
- c. Promote and participate in the Department's community policing efforts.

d. Conduct preliminary and follow-up investigations, to include interviews, collection of evidence, prepare and serve warrants, and submit cases to the St. Louis County Attorney's Office for juvenile prosecution.

e. Work in cooperation with agencies that serve juvenile justice needs, to include government and supportive service agencies.

f. Work with entities outside the school to resolve issues involving juvenile behavior.

g. Serve as a resource to staff, administration, parents and students regarding juvenile justice issues. Be a resource for students who may need help for any reason. This may include speaking or presenting to a class or other venues on topics relating to school safety and student welfare.

h. Serve as a resource to other officers in coordinating and facilitating information as well as investigations involving juveniles.

i. Meet or participate in student-focused teams in school.

j. Make referrals to the appropriate community service agencies or school personnel when the SRO is made aware of information or observes conditions that jeopardize the welfare of students.

k. When making enforcement decisions, be able to consider other courses of action to confinement, such as Bethany, releasing to family, consulting with probation, social services, Juvenile Detention Alternatives Initiatives (JDAI) community coaches, or other appropriate organizations. Other courses of action to punitive measures may also include school, or community-based restorative programs.

l. Establish a close association with youth who have committed delinquent acts to reduce recidivism.

m. Monitor runaway reports, and take action when appropriate. Make referrals to the appropriate human service agencies.

n. Conduct investigations within the school and surrounding community, both criminal and other, as deemed necessary by the Police Department or between the Police Department and school personnel by mutual agreement.

o. Investigate cases as assigned by the Police Department. These cases will vary in number and complexity thereby requiring flexibility in the hours that the officer works and requiring a freedom to leave the school building at various times.

p. In the instance of law violations, serve in the normal police officer capacity. That is, the officer has the obligation to protect life, limb and property; to prevent crime; to recover stolen and lost property; and to apprehend and prosecute offenders, but in so doing, to orient activities toward rehabilitation and correction.

q. Continue as a member and employee of the Police Department of the City of Duluth and will operate under the direct administration and supervision of the Police Department. Work in cooperation with school administrators towards mutually agreed upon goals involving the Police Department, the School District, and the students. The SRO shall not have disciplinary authority within the school.

ARTICLE II

FUNDING OF THE SCHOOL RESOURCE OFFICER PROGRAM

2. The parties agree that, notwithstanding the date of execution, this Agreement shall commence on Wednesday, September 1, 2021 and will continue through the end of the 2021-2022 school year, terminating on Thursday, June 9, 2022. The parties further agree that during the life of this Agreement the number of school resource officers actually employed pursuant to this contract may be adjusted upward or downward by mutual consent of the parties.

2.1 During the term of this Agreement, school resource officers shall be made available to the School District at approximately seventy-seven (77) percent of their time (annually) working directly on school district issues as identified in Paragraphs 1.2 a-q, above.

2.2 School District agrees to pay to City the total sum of \$277,096.00 for a total of four (4) school resource officers during the term of this Agreement in accordance with the following schedule:

a. Fifty (50) percent of the total amount is due and owing on September 1, 2021 ; and

b. Fifty (50) percent of the total amount is due and owing on February 15, 2022.

c. The City agrees to provide an invoice for payments specified in this Article. All payments received under Paragraph 2.2 above shall be deposited in City Fund Number 110-160-1610-4261.

ARTICLE III RESPONSIBILITY OF SCHOOL DISTRICT

3. The School District shall be responsible for the following duties and/or services:

a. Provide guidance and assistance to the school resource officers through the principals, teachers, administrative staff and student body.

b. Provide a private office, desk, telephone with outside line for use by the school resource officers to meet with people on both a public and private meeting basis.

c. Require its principals to coordinate the efforts of the school resource officer within the schools.

ARTICLE IV RESPONSIBILITY OF CITY

4. The City shall be responsible for the following duties and/or services:

a. Provide school resource officers to the school district in the middle and secondary schools in the numbers as agreed to in Paragraph 2, above.

b. Assign each of the school resource officers using a team approach which allows for better coverage during each school year. Assignments shall be at the discretion of the Chief of Police or the Chief's designee.

c. Provide Police Department equipment needed by the school resource officer to perform necessary functions.

d. Provide training and education within the scope of the Police Department of the City.

e. Provide temporary replacements for the school resource officers as deemed necessary by the Police Department or in the event a school resource officer's absence extends beyond five consecutive days.

f. The City will collaborate with School District administration in the hiring and performance review process of all SROs.

ARTICLE V

INDEMNITY AND HOLD HARMLESS

5. The City agrees to indemnify and save harmless the School District of and from any and all liability and expenses, including attorneys' fees, of any nature whatsoever (including any claim on account of any injuries, diseases, or claimed injuries or diseases compensable under the Workman's Compensation Laws of the State of Minnesota) resulting or in any manner arising out of the use by the City of any property, structures, or equipment of the School District (whether improved, modified, altered, or developed by the City or otherwise) or any activities sponsored by the City taking place on any such property, structures or equipment.

5.1 The School District agrees to indemnify and save harmless the City of and from any and all liability and expenses, including attorneys' fees, of any nature whatsoever (including any claim on account of any injuries, diseases, or claimed injuries or diseases compensable under the Workman's Compensation Laws of the State of Minnesota) resulting or in any manner arising out of the use by the School District of any property, structures or equipment of the City (whether improved, modified, altered, or developed by

the School District or otherwise) or any activities sponsored by the School District taking place on any such property, structures or equipment.

5.2 The indemnity provisions of Paragraph 5 shall not apply to any liability incurred by the School District as a result of any wrongful or tortious acts of the School District, its officers, agents or employees.

5.3 The indemnity provisions of Paragraph 5.1 hereof shall not apply to any liability or expenses incurred by the City as a result of any wrongful or tortious acts of the City, its officers, agents or employees.

5.4 The parties hereto agree to cooperate with one another in the defense of any claim, demand or rights of action within the terms of this Agreement.

5.5 In no case shall either party's obligation to indemnify the other party exceed the statutory liability limit of the other party.

ARTICLE VI GENERAL PROVISIONS

6. It is agreed that nothing herein contained is intended or should be construed in any manner as creating or establishing the relationship of co-partners, joint venture, or joint enterprise between the parties hereto or as constituting either party as an agent, representative or employee of the other for any purpose or in any manner whatsoever.

6.1 This Agreement is to be construed and understood solely as an Agreement between the parties hereto and shall not be deemed to create any rights in any other person. No person shall have the right to make claim that she or he is a third party beneficiary of this Agreement or of any of the terms and conditions hereof, which, as between the parties hereto, may be waived at any time by mutual agreement between the parties hereto.

6.2 Any amendment to this Agreement shall be in writing and shall be executed by the same parties who executed the original Agreement or their successors in office.

6.3 This Agreement, together with all of its paragraphs, terms and provisions is made in the State of Minnesota and shall be construed and interpreted in accordance with the laws of the State of Minnesota.

6.4 The waiver by the parties of any breach of any term, covenant, or condition herein contained, shall not be deemed to be a waiver of any subsequent breach of same or any other term, covenant, or condition herein contained.

6.5 Notice to City provided for herein shall be sufficient if sent by the regular United States mail, postage prepaid, addressed to Duluth Chief of Police, 2030 N. Arlington Avenue, Duluth, Minnesota 55811. Notices to School District shall be sufficient if sent by the regular United States mail, postage prepaid, addressed to ISD 709, Director of Business Services, 215 N 1st Ave East, Duluth Minnesota 55802 or to such other respective persons or addresses as the parties may designate to each other in writing from time to time.

6.6 This Agreement may be executed in separate counterparts with the same effect as if all signatures were on the same Agreement.

6.7 For purposes of this Agreement, a telecopy or facsimile document and signature shall be deemed as, and shall serve as, an original Agreement and signature.

6.8 This Agreement, along with any attached exhibits, embodies the entire understanding of the parties and there are no further or other agreements, permits, or understandings, written or oral, in effect between the parties relating to the subject matter hereof.

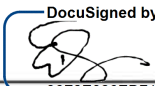
6.9 The understandings of Paragraph 6.8 above shall also extend to any uncommunicated expectations the parties may have and not specifically mentioned in this Agreement.

[Remainder of page intentionally left blank; signature page to follow.]

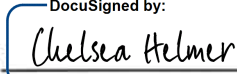
IN WITNESS WHEREOF, the parties hereto have set their hands the day and date shown below.

CITY OF DULUTH

INDEPENDENT SCHOOL DISTRICT NO.
709

By: 
36F2E826ED714AA...
Mayor

By: 
Chairman

ATTEST: 
City Clerk

DocuSigned by: 
ATTEST: Clerk

DATE: 9/7/2021



Countersigned:

DocuSigned by: 
City Auditor

Approved as to form:

DocuSigned by: 
City Attorney



EXHIBIT A

DULUTH POLICE DEPARTMENT

JOB SPECIFICATIONS

SCHOOL RESOURCE OFFICER

I. PURPOSE:

The Police Department maintains school resource officers to reduce delinquency and crime in the community; to help develop a better understanding of laws and law enforcement among young people and to develop and maintain a cooperative relationship with the Duluth School District.

II. ASSIGNMENT:

Assignment to the position of school resource officer shall be deemed temporary and not a promotion. Reassignment may occur at any time depending on officer performance and the need and priorities of the Police Department's Administration. Assignment as a school resource officer is anticipated to last three years, after which a rotation of assignment may occur.

All school resource officers work under the direct supervision of the Juvenile Services Unit Sergeant. During school holidays and days off, the school resource officer may be assigned other duties within the patrol area or elsewhere, depending upon departmental needs

III. DUTIES AND RESPONSIBILITIES:

The school resource officer's primary responsibility is one of being a sworn law enforcement officer. However, the school resource officer will assist in the coordination of a community approach to juvenile issues involving the schools, parents, police, and outside resources reaching the needs of both children and the community. This blended community approach will include:

- Actively promote and support the goals and mission statement of the Duluth Police Department;
- Promote and participate in the Department Community Policing effort;
- Operate under the direct administration and supervision of the Duluth Police Department;
- Conduct preliminary and follow-up investigations, complete initial event reports as necessary, and process assigned cases. The cases may involve the following assigned responsibilities:
 - interview complainants, witnesses, victims, and subjects, and taking statements when necessary;
 - collect and preserve evidence and provide for its identification and analysis;
 - prepare and serve search warrants and arrest warrants when needed;
 - complete written reports; and
 - present completed cases for prosecution or diversion in accordance with the guidelines set up by the St. Louis County Attorney and the Duluth Police Department

- Work in cooperation with the Duluth School District, District Court, St. Louis County Attorney's office, Arrowhead Regional Corrections, St. Louis County Social Services, Safe School Healthy Students Partners, detention and shelter facilities;
- Process arrests during school days when possible. Process status and non-status offenders until Social Service agencies can become involved;
- Work with residents, businesses, students, and staff to identify and resolve unique neighborhood/school problems and issues;
- Serve as a resource to staff, administration, parents, and students regarding police and juvenile policies and procedures, and juvenile court procedures and determinations. Be available to help students who may be experiencing problems for whatever reasons.
- When available, respond to teachers' requests to speak to classes;
- Perform public relations activities as requested by the Duluth Police Department and the Duluth School District;
- Serve as a resource to other officers in coordinating and facilitating information and investigations concerning juveniles;
- Meet or participate in student focused teams at the school;
- Check school grounds for loiterers and take appropriate action;
- Make referral to the appropriate community agency or school personnel when the officer receives information or observes the conditions that jeopardize the welfare of students;
- When making enforcement decisions, be able to consider other courses of action to confinement, such as Bethany, releasing to family members, consulting with probation, social services or other appropriately responsible organizations.
- Work with school staff, offenders, victims and parents to resolve conflicts and help students develop conflict resolution skills.
- Speak with classes to educate them about what your responsibilities are to help them understand police can provide other services other than arrests.
- Establish a close association with youth who have committed delinquent acts to decrease recidivism;
- Identify gang activity and members; develop and implement plans related to deterring gang recruiting and increasing enforcement; and
- Monitor reported runaway reports and take action on same when appropriate. Make referral to appropriate human service agency.
- Assist with the School Safety Patrol and DARE Programs.



City of Duluth

411 West First Street
Duluth, Minnesota
55802

Certified Copy

Resolution: 21-0577R

RESOLUTION AUTHORIZING PROPER CITY OFFICIALS TO EXECUTE AN AGREEMENT WITH INDEPENDENT SCHOOL DISTRICT NO. 709 TO PROVIDE FOR LAW ENFORCEMENT OFFICERS IN THE PUBLIC SCHOOLS.

CITY PROPOSAL:

RESOLVED, that the proper city officials are hereby authorized to enter into an agreement with Independent School District No. 709 to provide law enforcement officers in the public schools, said agreement to be substantially in the form of the attached document A; payments from the school district to be deposited in Fund No. 110-160-1610-4261 (general, police, administration and investigation, Independent School District 709).

This Resolution was adopted unanimously.

I, Chelsea Helmer, City Clerk of the City of Duluth, Minnesota, do hereby certify that I have compared the foregoing passed by the city council on 8/16/2021, with the original approved and that the same is a true and correct transcript therefrom. IN WITNESS WHEREOF, I have hereunto set my hand and affixed the corporate seal of said city of Duluth.

Chelsea Helmer, City Clerk

DocuSigned by:

By:

Chelsea Helmer

7A24D1125583459

Duluth, Minnesota

9/7/2021

DocuSi



RESOLUTION

School Board Support for School Resource Officer (SRO) Contract Negotiations, Policy and Procedure Review and Engagement Efforts

WHEREAS, the School Board of the Duluth Public Schools recognizes the timing of creating contracts does not always fall within the school board meeting schedule for approval; and

WHEREAS, the School Board of the Duluth Public Schools recognizes that policies, procedures, and contractual agreements are reviewed in an effort to reduce inequitable practices outcomes; and

WHEREAS, the School District is deeply engaged in fall planning while awaiting the Minnesota Departments of Education and Health the 2020-21 school year; and

WHEREAS, the School District has an approved budget for a contract for the 2020-21 school year for school resource officers.

NOW, THEREFORE, BE IT RESOLVED that the School Board directs District administration to engage with the City of Duluth Police Department to create a School Resource Officer Contract for the 2020-21 school year only and that the contract language be considered and approved by the School Board for deeper alignment with district philosophies and practices.

NOW, THEREFORE, BE IT ALSO BE RESOLVED that the School Board directs District administration to complete a district policy and procedures analysis, and create a prioritized and revision plan using the Equity Framework and resources.

NOW, THEREFORE, BE IT ALSO BE RESOLVED that the School Board directs District administration to launch dialog sessions with high school student groups to discuss issues of equity, race, and power, including a focus on the role of the School Resource Officers.

NOW, THEREFORE, BE IT ALSO BE RESOLVED that the School Board directs District administration to assess the impacted communities' experience of, and perspective on, the SRO program and seriously consider that input for possible structural or contractual changes if future contracts are pursued.

NOW, THEREFORE, BE IT ALSO BE RESOLVED that the District administration will provide the School Board with regular updates as well as a mid-year report on these efforts.



Family *and* Student HANDBOOK

Pre K-Gr. 12 • 2021-22



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Philosophy of Learning

Duluth Public Schools strives to create a safe, equitable and welcoming environment that fosters growth in relationships, academics, social-emotional competency and life skills. We believe it is important to develop the unique potential of each student by providing quality, challenging, engaging, and differentiated instructional opportunities in order to establish a foundation for lifelong success that result in positive contributions to our community and wider society. We believe that each student, staff member, parent/guardian, and community member add value to our school community and that engagement and collaboration with all stakeholders is of utmost importance in our student's education and success. We work to ensure that we are empowering students to be leaders, problem-solvers, and innovators throughout their education. We continue to make it a priority that we are delivering flexible and culturally responsive instruction so that each student receives an education that aligns with best practice, current research, and state/national standards.

ISD 709 Community Vision and Priorities

We will build on our shared beliefs and values of unity, high achievement and responsible use of resources to create Duluth Public Schools and classrooms that are safe, supportive and inclusive. We will work to inspire every student to achieve their potential, and prepare students to lead productive, fulfilling lives as citizens of Duluth and the wider world.

Duluth Public Schools aims to achieve our goals and efforts through fostering a culturally responsive, trauma responsive, and restorative school culture that promotes positive relationships, mutual respect for all, builds on student's strengths and culture, and believes in the potential of all members. Our philosophy of learning is where we aim to be and is the undercurrent for advancement and success for all.

Our Beliefs About and Commitments to Equity

Educational equity is the condition of justice, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials. The pursuit of educational equity recognizes the historical conditions and barriers that have prevented opportunity and success in learning for students based on their races, genders, sexual orientations, incomes, and other social conditions. Creating greater equitable outcomes depends upon having inclusive policies and equitable practices that represent all students and staff and provide each student and staff increased access to allow for meaningful participation in high-quality learning and working experiences where each student and staff realizes positive outcomes. We recognize the importance of continuous ongoing work to address racism, sexism, bias, and equity in district policies and practices. This is challenging work that must be of the highest priority in order for our district to achieve its vision for all.

2021-22 Safe Learning Plan

This plan is intended to provide a unified and focused approach to support Duluth Public Schools transition from education during the pandemic to a new and better normal for students, families and staff.

A variety of stakeholder input, including staff and family surveys and focus groups, informed decision making and helped prioritize strategies and resources. Input on best practice safety measures from the [MN Department of Health](#), the [MN Department of Education](#) and the [St. Louis County Public Health & Human Services Department](#) are used in establishing safety protocols.

The plan will inform and lead into a longer range and continuous District Strategic Plan as has been prioritized by district stakeholders.

The Safe Learning Plan reflects current state and national guidance and is subject to change based on future guidance. The current plan, and updates to the plan, are provided on the District website at www.ISD709.org/SafeLearningPlan.

Message from the Superintendent



Dear Families and Students,

Each new school year begins with an exciting sense of newness and fresh beginnings. This year, as we move forward in returning to a new and better normal for education, our sense of excitement and hope is even greater than ever before. We cannot wait to see the smiling faces of our students as they walk through our doors.

After over a year of pandemic learning, we are emerging with renewed energy to focus on our shared beliefs on learning and community that guide our discipline policies and practices, as well as the information within this handbook. This work, as it should be, is based upon ongoing and continued conversations with many stakeholders. As we learn more about best practices of guiding and positively shaping student behavior, we have revised our responses to reflect this increased awareness. We also realize that all systems have room for improvement. We are in a state of continual refinement to ensure that our practices are bias free and focused on building success for each of our learners.

We believe that by working together in these efforts, we will create meaningful relationships, engaging learning, and positive school climate and culture. The end results will be increased happiness and academic achievement for each student of the Duluth Public Schools.

We also invite you to contact your teachers, staff, and administration if you have any questions or comments as you use this handbook as a resource. Please know that we are thrilled to partner with you for an amazing experience.

Best wishes for a great school year!

Sincerely,

John Magas

John Magas
Superintendent of Schools

Message from the Assistant Superintendent



Dear Students and Families,

Welcome to the 2021-2022 school year! Duluth Public Schools is committed to fulfilling its mission to inspire every student to achieve his or her potential, and prepare students to lead productive, fulfilling lives as citizens of Duluth and the wider world. In order for us to achieve our mission, it is imperative more than ever before that great communication exists between families and the district. Therefore, please take time to review the student and family handbook and contact us if you have any questions. Thank you in advance for your trust and continued support of Duluth Public Schools.






Educationally yours,

Anthony Bonds











Anthony Bonds
Assistant Superintendent of Teaching, Learning & Equity
(218) 336-8739 Office
(218) 336-8776 Fax
Anthony.Bonds@isd709.org

School Board

Go to the Duluth Public Schools' website at www.isd709.org/district/school-board to access agendas and information related to upcoming School Board meetings. Please feel free to call (218) 336-8752 or email patricia.paquette@isd709.org if you have questions. Regular School Board meetings are broadcast live on Cable Channel 187.

	Jill Lofald District 4 - Chairperson 6310 Elinor St Duluth MN 55807 (218) 391-4696 Jill.Lofald@isd709.org		Kelly Durick Eder At Large – Vice Chair 2921 N. 22nd Avenue West Duluth, MN 55811 (701) 741-6003 Kelly.DurickEder@isd709.org
	Alanna Oswald At Large - Clerk 615 N. 56 th Avenue West Duluth MN 55807 (218) 393-5365 Alanna.Oswald@isd709.org		Sally Trnka At Large– Treasurer 1828 Columbus Ave Duluth, Minnesota 55803 (218) 310-3070 Sally.Trnka@isd709.org
	Rosie Loeffler-Kemp District 1 2902 Bald Eagle Trail Duluth MN 55804 (218) 525-6878 Rosalie.LoefflerKemp@isd709.org		David Kirby District 2 2216 E. 2 nd Street Duluth MN 55812 (218) 724-7095 David.Kirby@isd709.org
	Paul Sandholm District 3 3933 Fountain Gate Dr Duluth, MN 55811 (218) 428-7386 Paul.Sandholm@isd709.org		John Magas Superintendent 4316 Rice Lake Rd, Ste 108 Duluth, MN 55811 (218) 336-8700 ext. 1109 John.Magas@isd709.org



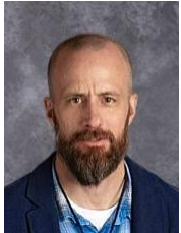









Department of Teaching, Learning and Equity

	ASSISTANT SUPERINTENDENT OF TEACHING, LEARNING AND EQUITY Anthony Bonds Anthony.Bonds@isd709.org Phone: (218) 336-8739 Fax: (218) 336-8776		DIRECTOR OF ASSESSMENT, EVALUATION AND CONTINUOUS IMPROVEMENT Dr. Tawnyea Lake Tawnyea.Lake@isd709.org Office: (218) 336-8713 Fax: (218) 336-8788
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	MENTAL HEALTH/SOCIAL, EMOTIONAL, BEHAVIORAL MTSS COORDINATOR Callie DeVriendt Callie.DeVriendt@isd709.org Office: (218) 336-8880 x3359 Fax: (218) 336-8894		FEDERAL PROGRAMS COORDINATOR Dr. Darren Sheldon Darren.Sheldon@isd709.org Office: (218) 336-8710 Fax: (218) 336-8788





Elementary School Administration

	CONGDON PARK ELEMENTARY Kathi Kusch Marshall, Principal Kathi.Marshall@isd709.org 3116 East Superior Street Duluth, Minnesota 55812 Phone: (218) 336-8825 Fax: (218) 336-8829		LOWELL ELEMENTARY Eve Hessler, Principal Eve.Hessler@isd709.org 2000 Rice Lake Road Duluth, Minnesota 55811 School: (218) 336-8895 Fax: (218) 336-8899
	HOME CROFT ELEMENTARY Tom Cawcutt, Principal Thomas.Cawcutt@isd709.org 4784 Howard Gnesen Road Duluth, Minnesota 55803 School: (218) 336-8865 Fax: (218) 336-8869		MYERS-WILKINS ELEMENTARY Amy Worden, Principal Amy.Worden@isd709.org 1027 North 8 th Avenue East Duluth, Minnesota 55805 School: (218) 336-8860 Fax: (218) 336-8864
	LAKEWOOD ELEMENTARY Darren Sheldon, Principal Darren.Sheldon@isd709.org 5207 North Tischer Road Duluth, Minnesota 55804 School: (218) 336-8870 Fax: (218) 336-8874		PIEDMONT ELEMENTARY Jennifer Bobbe, Principal Jennifer.Bobbe@isd709.org 2827 Chambersburg Avenue Duluth, Minnesota 55811 School: (218) 336-8950 Fax: (218) 336-8954
	LAURA MACARTHUR ELEMENTARY Jim Erickson, Principal James.Erickson@isd709.org 720 North Central Avenue Duluth, Minnesota 55807 School: (218) 336-8900 Fax: (218) 336-8904		STOWE ELEMENTARY Jessica Cook, Principal Jessica.Cook@isd709.org 715 101 st Avenue West Duluth, Minnesota 55808 School: (218) 336-8965 Fax: (218) 336-8969
	LESTER PARK ELEMENTARY Susan Lehna, Principal Susan.Lehna@isd709.org 5300 Glenwood Street Duluth, Minnesota 55804 School: (218) 336-8875 Fax: (218) 336-8879		

Secondary School Administration

	LINCOLN PARK MIDDLE SCHOOL Brian Kazmierczak, Principal Brian.Kazmierczak@isd709.org 3215 West Third Street Duluth, Minnesota 55806 School: (218) 336-8880 Fax: (218) 336-8894		DENFELD HIGH SCHOOL Tom Tusken, Principal Thomas.Tusken@isd709.org 401 North 44th Ave West Duluth, Minnesota 55807 School: (218) 336-8830 Fax: (218) 336-8844
	LINCOLN PARK MIDDLE SCHOOL Barry Fischer, Assistant Principal Barry.Fischer@isd709.org 3215 West Third Street Duluth, Minnesota 55806 School: (218) 336-8880 Fax: (218) 336-8894		DENFELD HIGH SCHOOL Eric Stang, Assistant Principal Eric.Stang@isd709.org 401 North 44th Ave West Duluth, Minnesota 55807 School: (218) 336-8830 Fax: (218) 336-8844
	ORDEAN EAST MIDDLE SCHOOL Gina Kleive, Principal Gina.Kleive@isd709.org 2900 East 4th Street Duluth, Minnesota 55812 School: (218) 336-8940 Fax: (218) 336-8949		DENFELD HIGH SCHOOL Joanna Sackette, Assistant Principal Joanna.Walters@isd709.org 401 North 44th Ave West Duluth, Minnesota 55807 School: (218) 336-8830 Fax: (218) 336-8844
	ORDEAN EAST MIDDLE SCHOOL Rachel Jackson, Assistant Principal Rachel.Jackson@isd709.org 2900 East 4th Street Duluth, Minnesota 55812 School: (218) 336-8940 Fax: (218) 336-8949		EAST HIGH SCHOOL Danette Seboe, Principal Danette.Seboe@isd709.org 301 North 40th Avenue East Duluth, Minnesota 55804 School: (218) 336-8845 Fax: (218) 336-8859
	ORDEAN EAST MIDDLE SCHOOL Michael Emerson, Assistant Principal Michael.Emerson@isd709.org 2900 East 4th Street Duluth, Minnesota 55812 School: (218) 336-8940 Fax: (218) 336-8949		EAST HIGH SCHOOL Jon Flaa, Assistant Principal Jon.Flaa@isd709.org 301 North 40th Avenue East Duluth, Minnesota 55804 School: (218) 336-8845 Fax: (218) 336-8859
	AREA LEARNING CENTER – ACADEMIC EXCELLENCE ONLINE Nathan Glockle, Principal Nathan.Glockle@isd709.org School: (218) 336-8756 Fax: (218) 336-8791		EAST HIGH SCHOOL Kyle Rock, Assistant Principal Kyle.Rock@isd709.org 301 North 40th Avenue East Duluth, Minnesota 55804 School: (218) 336-8845 Fax: (218) 336-8859

Additional Teaching, Learning & Equity Administration

<u>RESIDENTIAL TREATMENT PROGRAMS</u>  Jacob Hintsala, Principal Jacob.Hintsala@isd709.org Office (218) 336-8700 x3281	AMBERWING 615 Pecan Avenue Duluth, Minnesota 55811 Contact: (218) 355-2100 Crisis Hotline: (218) 723-0099	MILLER DWAN Lakeside Academy Duluth, Minnesota Contact: (218) 786-1329
	MERRITT CREEK ACADEMY 4000 West 9th Street Duluth, Minnesota 55807 Contact: (218) 625-2689 Fax: (218) 625-2694	CHESTER CREEK ACADEMY 714 ½ West College Street Duluth, Minnesota 55811 Contact: (218) 728-5722 Fax: (218) 728-7465
	ARROWHEAD ACADEMY 1918 Arlington Avenue Duluth, Minnesota 55811 Contact: (218) 625-6708 Fax: (218) 722-0018	ROCKRIDGE ACADEMY 4849 Ivanhoe Street Duluth, Minnesota 55804 Contact: (218) 366-8955 Fax: (218) 336-8959
	<u>DULUTH EARLY CHILDHOOD SERVICES / HEAD START</u>  Sherry Williams, Coordinator/Director Sheryl.Williams@isd709.org Office: (218) 336-8815 Fax: (218) 336-8819	EARLY CHILDHOOD FAMILY EDUCATION (ECFE) Jennifer Jaros, Coordinator Jennifer.Jaros@isd709.org Contact: (218) 336-8815 Fax: (218) 336-8815
<u>COMMUNITY EDUCATION & SERVICES</u>  Jay Roesler, Coordinator Jay.Roesler@isd709.org Office: (218) 336-8708 Fax: (218) 336-8773	HELP ME GROW REFERRAL INTAKE Contact: (218) 336-8744 Fax: (218) 336-8743	EARLY CHILDHOOD SCREENING Contact: (218) 336-8816 Fax: (218) 336-8743
	<u>ADULT EDUCATION / G.E.D</u>  Angie Frank, Coordinator Angie.Frank@isd709.org Office: (218) 336-8790 Fax: (218) 336-8791	

Student Rights and Responsibilities

Equal Opportunity	
Rights	Responsibilities
Students have the right to participate in all school activities and school education programs for which they are eligible, within legal limits.	Students are responsible for following the rules and regulations of school-sponsored activities in which they and others participate.
Student Government (Grades 6-12)	
Rights	Responsibilities
Students have the opportunity to participate in Student Government as available. The purpose of Student Government is to represent and be responsive to the needs of all students.	Student government representatives have the responsibility to communicate with the student body, faculty, and administration, and to be aware of and comply with any policies of the school district that may affect them.
Privacy	
Rights	Responsibilities
Students have the right to be secure in their persons, papers, and effects. Students' rights to privacy regarding school records will be protected and any disclosure of information from student permanent records shall be consistent with legal requirements.	Students must refrain from bringing onto school property or to school-sponsored events any material or item that would cause, or tend to cause, a disruptive activity or endanger the health and safety of students or other persons.
Students have the opportunity to utilize school lockers, desks, and other designated areas for storing appropriate items of personal property subject to the understanding that such areas are within the exclusive control of the school district, and that such areas may be searched with reasonable suspicion, at any time, without permission, consent, or requirement of a search warrant. Any personal property on school grounds includes, but is not limited to purses, backpacks, and vehicles.	Students are responsible for keeping their lockers free of any items that are illegal or that are prohibited under school rules and district policies.
Students have the right to live free of abuse and neglect. ISD709 employees are mandatory reporters. Matters of abuse and/or neglect must be reported to the proper authorities according to state law. Matters involving criminal behavior may also be reported to the proper authorities.	Students are responsible for reporting any illegal activities or serious violations that threaten their health, their safety, or property that belongs to themselves or others.
Students have the right to privacy related to School Security Video Systems, which will only be accessible for administrative purposes and will only be provided to any outside entity consistent with the MN Government Data Privacy Act, FERPA, and Policy 3188R. Law enforcement may receive video footage with a court order or warrant.	Students are responsible to know schools use security video systems to assist in the protection of rights of all students. Students are also responsible for appropriate use of any/all recording devices or material recorded and received from others.
Students are responsible for keeping their personal property on school grounds free of any items that are illegal or that are prohibited under school rules and district policies.	
Nondiscrimination	
Rights	Responsibilities
Students have the right to be free from discrimination based on race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, age, gender identity, gender expression, and any or all protected groups.	Students are responsible for treating other students and district employees in a nondiscriminatory manner. Violations should be reported to building principals.
Learning	
Rights	Responsibilities
Students have the right to attend school in a safe environment. Students have the right to a free public education.	Students are responsible for being in attendance each school day and for engaging in these opportunities: Completing class assignments on time as instructed by the teacher. Properly caring for the instructional materials furnished to them by the school district. Bringing to class all materials required for daily classroom use. Actively participating in learning activities.
The right to learn without disruptions from inside or outside the classroom.	Students are responsible for contributing positively to a safe environment and reporting any suspicious behavior.

Students have the right to make up daily work, including tests, upon returning to class. Two days are allowed for every day of excused absences.	Students are responsible for obtaining and completing make-up work assigned for periods of absence. Two days are allowed for every day of absence. Students have a right to be exposed to all course content. Certain activities are not able to be duplicated and therefore are simply missed by the absence.
Students have the right to homebound instruction, as regulated by state guidelines, when absent for an extended period.	Students are responsible for coordinating and meeting with their homebound instructor and completing assigned work as part of the homebound instructional process.
Fair Treatment	
Rights	Responsibilities
Students have the right to be informed of all policies, rules, and regulations they are expected to follow. Copies of these rules governing the code of conduct shall be available in each school office, and the basic rules shall be published and distributed to all students, parent(s) or guardian(s), and other interested persons.	Students are responsible for following all necessary procedures, rules, and regulations to make effective the School Board policies relating to the standards of student behavior.
Students involved in a violation of district rules, have the right to hear the nature of the violation and to give their account of the situation.	Students are responsible to treat all persons and property respectfully and to follow rules and regulations specific to students.
Students have the right to know what standards of student behavior are required by the teacher. A copy of the teacher's expectations of acceptable behavior shall be posted in the teacher's classroom or provided in the course syllabus.	Each student is responsible for understanding and following classroom and school expectations.
Students have the right to be free from unreasonable physical contact from peers, teachers and other staff persons.	Students have the responsibility to refrain from using force or physical contact for the purposes of inflicting physical and emotional harm on another.
Free Speech	
Rights	Responsibilities
Students in the Duluth Public Schools represent a wide range and diversity of opinion and background. Students have the right to express opinions, take stands, and support causes, either publicly or privately, provided such expressions are not libelous or obscene according to current legal definition, are not in violation of school district policies, and do not interfere with the rights of others or disrupt or distract from the educational environment. The right to free expression of religion under the U.S. Constitution and the American Indian Religious Freedom Act is protected.	Students are responsible to maintain a working and learning environment that is free of harassment, violence and bullying based on sex, sexual orientation, race/ethnicity, religion or religious practices, disability, and other forms of harassment as defined in District Policy 4015. Students are also responsible to report incidents of physical, sexual, and verbal harassment, intimidation, and/or abuse that they have experienced, or of which they are aware. Such reports are encouraged to be made to building staff.
Harassment	
Rights	Responsibilities
Students have the right to be free from any form of harassment arising out of the physical or verbal conduct of other students, school staff, or others.	Students are responsible for following school regulations regarding time, place, and manner when expressing opinions through speech or written materials. Students may distribute such literature as long as it is free from obscenity, discrimination, and defamation; does not interfere with the rights of others; and does not disrupt the atmosphere of learning in the school. See Policy 413 – Prohibiting Harassment and Violence at www.isd709.org .
Makeup Work	
Students have the right to make up missed work for days missed due to excused illness.	Make-up work for excused absences is allowed in most cases. Certain activities are not able to be duplicated and therefore are simply missed by the absence. In most cases, the student will be allowed two days' time for every day of illness. This time is for work assigned while the student was gone. If the student needs extra time for work that was assigned prior to absence, the student is responsible for obtaining approval for an extension from his or her teacher upon returning to school.

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) provides rights related to educational records to parents of students and to 18-year-old students currently in attendance. This Act gives the parent, guardian, or 18-year-old student the right to:

1. inspect and review the student's educational records;
2. make copies of these records;
3. ask for an explanation or interpretation of any item in the records;
4. consent to the disclosure of personally identifiable information in the student's records that is not otherwise authorized to be disclosed without consent;
5. ask for an amendment to any record on the grounds that it is inaccurate, misleading or violates the student's privacy rights;
6. a hearing on the issue if the school refuses to make the amendment; and
7. file a complaint with the U.S. Department of Education under 34 C.F.R. §§ 99.63 and 99.64 concerning alleged failures by the school district to comply with the federal data privacy requirements.

District Policy No. 5060.2R, cited in part below, includes the procedures for exercising the right to inspect and review educational records and for requesting an amendment of student records.

The District may disclose private educational data on students to school officials who have a legitimate educational interest in the information without obtaining the student's or the parent's consent. The term "school official" includes a person duly elected to the school board, a person employed by the school board in the position of administrator, supervisor, teacher, instructor, paraprofessional, health-related professional, and other professionals. It also includes a person employed by the school board to perform a special task such as a secretary, a clerk, or a person employed or acting as an agent in a temporary position, such as an attorney or an auditor, or a professional substitute for the period of his or her performance as an employee or under contract for a service. The term also includes a parent or student serving on an official committee, such as a disciplinary or grievance committee. "School official" also means a contractor, consultant, volunteer, or other party with whom the District has outsourced institutional services or functions for which the District would otherwise use employees. For example, a parent, student, or other volunteer assisting another school official in performing his or her tasks would be considered a school official.

The term "legitimate educational interest" includes interests directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, and a student's health and welfare. It includes a person's need-to-know in order to:

- a. Perform an administrative or professional task required in the school employee's, agent's, consultant's or volunteer's position description, service agreement, volunteer agreement, or other term and condition governing the scope of an individual's responsibilities as a District employee, contractor, consultant, or volunteer.
- b. Perform a supervisory or instructional task directly related to the student's education.
- c. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.

The District, without consent, may disclose a student's educational records to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll. *District Policy No. 5060.3R* governs the transfer of records.

District Policy References: [5060.2 R – Rights of Students and Parents or Guardians Regarding Data Collection](#)
[5060.3R – Transfer of Records and Release of Information](#)
[5022 – Policy on Staff Notification of Violent Students](#)

Under the Family Educational Rights and Privacy Act (FERPA), a parent/guardian of a student or an 18-year-old student attending the district may restrict the release of student data/directory information, including release of information to military recruiting officers for students in grades 11 and 12, by completing the *Request to Deny Public Access To Directory Information and Annual Notification Of Rights Under The Family Educational Rights And Privacy Act (FERPA)* form. Forms are available online at www.isd709.org or paper copies may be obtained at each school site.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include, but are not limited to, the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the US Department of Education—
 1. Political affiliations or beliefs of the student or student’s parent;
 2. Mental or psychological problems of the student or student’s family;
 3. Sex behavior or attitudes;
 4. Illegal, anti-social, self-incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or student’s parent; or
 8. Income, other than as required by law to determine program eligibility.
- *Receive notice and an opportunity to opt a student out of—*
 1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)
- *Inspect*, upon request and before administration or use—
 1. Protected information surveys of students and surveys created by a third party;
 2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 3. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The District will also directly notify, such as through US Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by the US Department of Education.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office, US Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202

Enrolling for School

Welcome to ISD 709, Duluth Public Schools. As educators, we believe every student is unique and has the potential to learn and achieve personal success. We work to engage parents, families, and our community because these relationships enhance a meaningful learning environment for our students and provide a stronger community for us all. We are committed to providing safe, welcoming environments where the uniqueness of each person is honored, respected and valued, recognizing that we all come from many different circumstances and cultures. It is in this spirit that we embrace high expectations of ourselves, our staff, and our students. We look forward to a year of outstanding learning opportunities and appreciate everyone's support.

Enrollment – For families new to the Duluth Public Schools, please directly contact the school your child will be attending to enroll. If you are unsure of which school serves your attendance area, contact our Transportation Department at (218) 336-8970. To enroll, please bring along your child's birth certificate, immunization record and proof of address. If you do not have a copy of your child's birth certificate, contact the St. Louis County Recorder - Vital Statistics, Court House, Room 101 in Duluth or call (218) 726-2559 if your child was born in St. Louis County. If your child was born outside St. Louis County, contact the courthouse in the county in which your child was born.

Open Enrollment - Duluth Public Schools welcome non-resident students through Minnesota's Open Enrollment Program, which allows any Minnesota student to apply to enroll in any public school in the state tuition-free. The Statewide Enrollment Options form is available by following this link: <https://education.mn.gov/MDE/fam/open/>. Please call 218-336-8739 for more information or see Policy 5042 Open Enrollment at www.isd709.org.

Early Childhood Screening – Minnesota State Law requires a developmental and health screening for each child prior to enrollment in kindergarten. Duluth offers free screening each week from September-April, with one session each month from May-August. An equivalent screening may be accepted from another agency or provider, such as your family physician. For more information, contact Early Childhood Screening at (218) 336-8816 or email ecscreening@isd709.org. (This office is not open during the summer months).

Communications

ISD 709 school and district personnel are committed to engaging parents, families, staff and the community to ensure each child's educational success. These relationships enhance a meaningful learning environment for our children and provide a stronger community for us all.

Family Support Helps Students Succeed - Research shows that families have a huge impact on student achievement. The best way to help your child succeed in school is to get involved. Decades of research show that when families are interested and involved, a child achieves:

- Higher grades, test scores, and graduation rates
- Better school attendance
- Increased motivation, higher self-esteem
- Lower rates of suspension
- Decreased use of drugs and alcohol
- Fewer instances of violent behavior
- Greater enrollment rates in post-secondary education

The National Parent Teacher Association (PTA) offers a wealth of suggestions for helping your child succeed. More information is available at: www.pta.org.

Infinite Campus Parent Portal Homepage - General school and district information for parents is often shared through the Infinite Campus Parent Portal Homepage.

Back to School Packets - Packets of school-specific and district information are distributed in August and include school and district news, transportation details, immunization requirements, annual notifications, an ISD 709 calendar, a Student Handbook, and other information families will find useful. Information is also posted at www.isd709.org/BackToSchool.

Weather Closing Information - When severe weather conditions or other school emergencies exist, the Superintendent of the Duluth Public Schools is authorized by the School Board to close schools or implement a two hour late start. Closing information

is shared at www.isd709.org through ISD 709 Facebook and Twitter, local television and radio stations, the Duluth News Tribune website, and by an automated phone call to families.

School Board Meetings and Materials - Duluth School Board meeting videos, meeting schedules and agendas, and detailed meeting packets are available to the public at www.isd709.org/SchoolBoard.

Community Conversation - ISD 709 continues to provide opportunities for all Duluth citizens to participate in a community conversation about education. Participation may take place in a variety of ways including face-to-face meetings or online surveys.

ISD 709 Annual Report to the Community - Detailed budget information, student achievement results, and ISD 709 World's Best Workforce information are available online at www.isd709.org/AnnualReport. An annual meeting is held to share this report.

The ISD 709 Website at www.ISD709.org includes:

- Contact information for schools and district departments
- Course catalogs, school web pages
- ISD 709 News Feed
- Ability to check school meal menus and pay lunch fees online
- ISD 709 budgets and financial information

Facebook, Twitter, Instagram - We love to share what's going on in our schools and highlight student and staff success. Follow us for ISD 709 School News on:

Facebook, www.facebook.com/duluthpublicschools

Twitter, <http://www.twitter.com/isd709news>

Instagram <https://www.instagram.com/isd709news>

School & District Newsletters - Most schools distribute regular electronic newsletters to parents and families. Please check the newsletters carefully for important school and ISD 709 district information. Weekly district newsletters are also available at www.isd709.org/News.

Campus Messenger Phone/Email Messaging - Parents and families receive automated phone and/or email notifications, reminders, news and alerts regarding schools, and ISD 709 district information through this system.

Educational Programming/Curriculum

Grading and Curriculum – Reporting Student Progress

Important Notice: Due to COVID-19 and the implementation of distance learning in the state of MN, grading practices were adjusted for the 2019-20 and 2020-21 school years. In the event that these adjustments or others are necessary during the 2021-22 school year, up to date information can be found by visiting <https://www.isd709.org/updates/learning-center>.

Elementary - Standards Based Report Card - Duluth Public Schools has implemented a standards based report card for elementary students. Report cards are issued once each semester. Family Report Card Guides and well as activities that can be done at home to support learning are available for grades K-5 at your child's school or online at <https://www.isd709.org/academics/grading-and-reporting/elementary-report-card>. The report cards are designed to report on each child's performance in relation to specific criteria. The goals of standards based report cards include the ability to:

- reflect academic achievement
- provide meaningful feedback
- be honest, fair, transparent, credible, useful, and user friendly
- be aligned with the Duluth Public Schools curriculum
- reflect consistency among courses, grade levels, departments, and schools
- separate non-academic factors like participation or effort

The following numbers and descriptors are used to report progress:

4	Mastering	The student exhibits knowledge and understanding of the concepts, skills, and processes the standard requires and can readily apply this knowledge in a variety of settings.
3	Meeting	The student has a thorough knowledge, understanding, and application of the concepts, skills, and processes the standard requires. A score of three meets grade level expectations.
2	Developing	The student is gaining understanding of the concepts, skills, and processes the standard requires, but has not been able to consistently demonstrate the learning.
1	Beginning	The student is just starting to understand the concepts, skills, and processes the standard requires and needs consistent support.

Secondary Grading and Report Cards

Students receive instruction based on standards and assessments are written to reflect these standards. Assessments in individual courses are based on academic standards adopted by the state of Minnesota.

Middle School Report Card - Students in grades 6-8 receive letter grades to report academic progress. Report cards for grades 6-8 are issued four times per year. You may access your student's grades by going to:

<https://duluthmn.infinitecampus.org/campus/portal/duluth.jsp>.

A (90-100%) Excellent
B (80-89%) Very Good
C (70-79%) Satisfactory
D (60-69%) Passed
F (below 60%) Fail

High School Report Card - Students in grades 9-12 receive letter grades to report academic progress in the following manner, exceptions may be given for Honors, AP, or CITS class:

A (90-100%) Excellent
B (80-89%) Very Good
C (70-79%) Satisfactory
D (60-69%) Passed
F (below 60%) Fail

Report cards for grades 9-12 are issued four times per year. Credit is awarded at the semester level. Final semester grades are calculated as follows: quarter A grade (43%) plus quarter B grade (43%) plus final exam (14%) = Final Semester Grade.

A student's Grade Point Average (GPA) is calculated using whole grades, meaning plus and minus do not impact GPA. You may access your student's grades by going to: <https://duluthmn.infinitecampus.org/campus/portal/duluth.jsp>. Families can monitor current scores through the Canvas learning management system. Students who participate in advanced coursework such as Honors, AP, PSEO, CITS, or other rigorous opportunities may have different grading guidelines as a result of the course requirements. For specifics, please refer to the course syllabus or cooperating postsecondary institution for details.

There are a few exceptions in high school concurrent and dual enrollment classes where letter grades may be required and high schools must work with their post-secondary partners on completion requirements. Please refer to your school for more information.

Grading Periods - The middle school and high school grading periods are scheduled on four quarters per year, while the elementary schools are scheduled on semesters. Below is the schedule of the grading periods for this school year:

2021-22 Grading Terms Schedule					
High School/Middle School	Term Type	Term 1 Start	Term 1 End	Term 2 Start	Term 2 End
All High Schools/Middle Schools	Quarters	September 7, 2021	November 5, 2021	November 8, 2021	January 20, 2022
		Term 3 Start	Term 3 End	Term 4 Start	Term 4 End
		January 24, 2022	April 1, 2022	April 4, 2022	June 9, 2022
Elementary School	Term Type	Term 1 Start	Term 1 End	Term 2 Start	Term 2 End
Kindergarten	Semesters	September 9, 2021	January 20, 2022	January 24, 2022	June 9, 2022
Grades 1-5	Semesters	September 7, 2021	January 20, 2022	January 24, 2022	June 9, 2022

Course Scheduling with Online Learning (OLL), Post-Secondary Enrollment Option (PSEO), University of Minnesota Talented Youth Mathematics Program (UMTYMP)

Background - MDE bases every district's funding allocation on 6 credit bearing courses per semester. By MDE guidelines, a student may participate in 50% of the total courses scheduled through supplemental online learning and still be considered enrolled in their resident district. (Total courses 6, 3 permitted through supplemental online learning; total courses 4, 2 permitted through supplemental online learning). For PSEO participation, a student is limited to 5 credit bearing courses per semester, including online learning courses.

ISD 709 High School - A full schedule (100 % enrolled) is 6 credit bearing courses with What I Need (WIN) Advisory. For the purpose of this memo, WIN Advisory participation is understood as a mandatory part of every student's schedule.

- Zero hour is outside of the instructional day, but a credit bearing course in zero hour counts towards the course limit. A zero hour credit bearing course and 5 credit bearing courses during the instructional day (periods 1-6) = 100% enrolled.
- Zero hour plus 6 credit bearing courses are 7 courses. This is considered an "overload". Participation in 7 credit bearing courses is only permitted when all the courses are ISD 709 courses. It is a Duluth Public Schools option. It does not extend to credit bearing course participation in other districts or out of district supplemental online learning.
- If a student chooses to participate in online learning through ISD 709's Academic Excellence Online, the student may participate in a total of 7 credit bearing courses per semester.
- When a student goes outside of the district for supplemental online learning, the student may only participate in a total of 6 credit bearing courses per semester.
- WIN Advisory is an abbreviated course and may not be replaced by an online learning course.
- When an out of district supplemental online learning course is approved for a student, schedule the OLL Course Credit Placeholder into the student's schedule in periods 1, 2,3,4,5 or 6. Do not schedule it before or after the instructional day.

▶ 282100 OLL Arts/ Music

- ▶ 282102 OLL Graphic Arts Comm Tech
- ▶ 282110 OLL Business/Mktg/Computer
- ▶ 282120 OLL Technology and Engineerir
- ▶ 282130 OLL Language Arts

▶ 282140 OLL Health

- ▶ 282151 OLL Health Science/Medical
- ▶ 282160 OLL Hospitality and Tourism
- ▶ 282170 OLL Industrial Technology
- ▶ 282180 OLL Mathematics

▶ 282210 OLL Physical Education

- ▶ 282220 OLL Science
- ▶ 282230 OLL Social Studies
- ▶ 282240 OLL World Languages
- ▶ 282250 OLL General Elective

PSEO

- PSEO participation is based on 6 courses per semester. A student may only participate in 5 credit bearing courses per semester and participate in PSEO. If a student is participating in Zero Hour for a credit bearing course, the student may only participate in 4 credit bearing courses during the regular school day.
- When PSEO participation is approved for a student, schedule the PSEO Course Placeholder into the student's schedule in the appropriate periods 1, 2,3,4,5 or 6. Do not schedule it before or after the instructional day.
 - ▶ 281001 PSEO SM1
 - ▶ 281002 PSEO SM2

ISD 709 Middle School

- A full schedule (100 % enrolled) is 6 classes with What I Need (WIN) Advisory, per semester.
- WIN/Advisory participation is understood as a mandatory part of every student's schedule. It is an abbreviated class and may not be replaced by an online learning class.
- OEMS & LPMS physical education & music classes are considered ½ semester classes since they meet every other day.

Online Learning

- If a student chooses to enroll in online learning through ISD 709's Academic Excellence Online, or any Minnesota Department of Education approved public online learning provider, the student may participate in a total of 6 classes per semester, including the online classes.
- If a family chooses to pay for an additional supplemental online learning course outside of the 6 period schedule, they may participate in 7 classes. We do not allow for a 7th class option for middle school students.

University of Minnesota Talented Youth Mathematics Program (UMTYMP)

- If a student participates in UMTYMP, the student may participate in a total of 5 classes per semester, as the UMTYMP course replaces the ISD 709 math class. This UMD math program is not associated with ISD 709.
 - An early release or late start may be requested by the parent/guardian, recognizing that the student is enrolled in a math class outside of the district. The student would not be enrolled as a full-time student. Alternate transportation is not provided for this option.
 - Students may not be unsupervised at school. There is a "UMD study hall" placeholder that may be listed to arrange for students to be in a supervised area to work on their UMTYMP assignments. This is an attendance bearing placeholder.

Homeschooling

- If a student is looking to supplement homeschooling, the student may request to participate in ISD709 classes, including the homeschool courses.

Per school board [Policy 611 Homeschooling](#), the school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared-time pupils to classes.

Policy Regarding Dropping Classes

Semester Courses (i.e. Health, Physical Education, Psychology): Students will have **ten school days** after the start of the first grade period to drop without penalty.

Sequential/Yearlong Semester Courses (i.e. English 10, Geometry, American History, Biology, Mathematics):

- First Semester - Students will have **ten school days** after the start of the first grade period to drop without penalty.
- Second Semester - Students will have **ten school days** after the start of the second semester to drop a second semester class without penalty.

Students who choose to drop a class after the above mentioned timelines would have as part of their transcript a record of their credit(s) attempted and credits earned. Example: If a student drops a class after the deadline, regardless of the grade earned at the time, the student will receive no credit and will receive a grade of "I". The grade point average will be permanently affected since this would be a credit attempted, but no credit earned.

NOTE: The current policy relative to removing a student from a class due to lack of attendance remains in effect. That is, any student removed from a class due to excessive trancies or absences will receive no credit and a permanent "I" grade. The grade point average will be permanently affected since this would be credit attempted, but no credit earned.

Reasons allowed by district policy:	Schedule changes will not be approved if:
The student failed a class and needs to retake it.	The student is requesting a different teacher (unless the student failed a class with that teacher previously).
The student didn't register for a class required for graduation.	The student is requesting a different lunch.
There was an error and a student was placed in a class they didn't register for.	The student is trying to re-arrange for early release or late start. (Only seniors may have this.)
The student is scheduled for the same class twice.	The student changed their mind about what was requested at registration.
There is a gap in the student's schedule and/or the student is registered for two classes in the same hour.	The student is trying to re-arrange their schedule to be with friends.

Graduation Requirements – Graduating high school students need 22.5 credits to graduate. Specific requirements are listed below. For a complete list of requirements and courses offered, please see the [course registration catalogs](https://www.isd709.org/departments/curriculum-and-instruction/registration-guides) available on the district website at <https://www.isd709.org/departments/curriculum-and-instruction/registration-guides>.

CREDIT	SUBJECT
1.0	Arts-Visual, Media, Arts, or Music*
4.0	English-Language Arts*
1.0	English 9**
1.0	English 10**
1.0	English 11**
1.0	English Electives
0.5	Health*
3.0	Mathematics*
1.0	Intermediate Algebra
1.0	Geometry 9 or Geometry
1.0	Algebra 2 or Algebra 2 Concepts
0.5	Physical Education*
3.0	Science*
1.0	Physical Science 9/Earth Science 9 Integrated
1.0	Biology**
1.0	Chemistry, Physics, or Aerospace**
3.5	Social Studies*
0.5	Civics in Global Society
1.0	United States History** (formerly American History)
1.0	World History or International Studies (Grade 11)**
0.5	Economics (Grade 11 or 12)**
0.5	Government (Grade 12)**
7.0	Electives
22.5	Credits required to Graduate
	*Required by Minnesota Department of Education
	**See catalog for available options: Honors/AP/CITS

What I Need (WIN) is a 30-minute time period which is part of each student's school day. Every Monday, students schedule themselves for the remainder of the week into offerings according to their needs. Teachers and other school staff may also schedule students into WIN. WIN is a required part of every student's day and passing the course adds .25 elective credit to each student's transcript.

In addition to specific credit requirements, Minnesota students must also be provided the opportunity to participate in a district-provided college entrance exam in grade 11 or grade 12. There are no additional assessment requirements to earn a diploma in Minnesota.

ISD 709 Graduation Procedures

- ISD 709 students attending AEO or ALC may request to walk through the graduation ceremony where they previously attended prior to enrolling in AEO or ALC
- AEO and ALC staff will request information from their students regarding where the students plan to walk at the end of Semester 1
- ALC principal will provide the names of students at the start of Semester 2 to East or Denfeld in order to order graduation materials for students
- Final grades for AEO and ALC students must be to Denfeld and East by 8:00am Monday the week of graduation
- Students will receive a diploma from the school they attend at least 50% the last semester of 12th grade year

E-Squared (formerly Gifted and Talented) - As part of the district's MTSS (Multiple Tiered Systems of Support) initiative to accelerate the performance of all students, we offer supplemental services in conjunction with other interventions and extensions for 3rd-5th grade students throughout the district. We use universal screeners to identify the highest 10% of grades 3-5 at each elementary site in math and ELA (English Language Arts). We then provide at least 10 hours per qualified subject area of intervention courses. These subject specific units offer project-based learning opportunities that focus on extending the grade-level standards and allow students the opportunity to collaborate, communicate and think critically with a small cohort of high achieving peers. All students have the opportunity to qualify for either or both math and ELA services.

English Language Learner Program - The English Language Learner (ELL) Program serves students who:

1. First spoke a language other than English, come from homes where a language other than English is usually spoken, or do not use English as a primary language
- AND -**
2. Lack the necessary English skills to fully participate in classes taught in English

If you think your child requires ELL services, please contact the ELL Coordinator at (218) 336-8700 extension 1166.

Immersion Language Programs - Duluth Public Schools is providing high quality language instruction in two different elementary immersion programs. Families interested in enrolling their child/children in the Misaabekong Ojibwe Immersion Program or Nueva Vision Spanish Immersion Program should contact Lowell Elementary School at 218-336-8895.

Homebound Instruction - If a student is unable to attend regular classes at the normal school site because of illness, injury, or placement in a treatment facility, the student can be defined as a homebound student. To ensure that the student continues to make educational progress in his/her individual curriculum, a licensed instructor provides homebound instruction as soon as practical. Contact the school of attendance for more information regarding instructional guidelines and parameters.

Help Me Grow - Identification of Pupils with Disabilities

School districts have a responsibility to identify, locate, and evaluate children from birth to 21 who have a disability and are in need of special education. Special education services are available to all public, non-public, home-school and pre-kindergarten children who meet the State of Minnesota's criteria.

Early identification of children from birth up to kindergarten with disabilities is guided by the Region 3 Interagency Early Intervention Committee following Minnesota Statute 125A. 30. Minnesota Help Me Grow is our state-wide referral system. If you are concerned about the development of a child you can refer via the web at helpmegrowmn.org or call our local Help Me Grow Intake Coordinator at 336-8744. Identifying, locating and evaluating children is at no cost, to any pre-kindergartener, however, eligibility for special education services is defined by state law.

Upon reaching school age, if your child is having academic, behavior, motor, speech or other health issues, you may refer your child to special education services by contacting her/his classroom teacher. A team will meet with you to discuss systematic researched based interventions if appropriate. If these interventions are not successful, a special education evaluation will be conducted to determine eligibility for services.

Teacher Licensing - You are able to look up your child's teacher licensing areas. Visit the [Minnesota Professional Educator Licensing and Standards Board License Lookup](https://public.education.mn.gov/LicenseLookup/educator) webpage at <https://public.education.mn.gov/LicenseLookup/educator> and input the teacher's first and last names. You can also request a copy of this document from Human Resources.

Support Services

Support Services focus on child-centered excellence and helping students reach high levels of achievement. Support services include guidance counselors, health professionals, and social workers.

Guidance and Counseling Program - The goal of the district School Guidance Program is to ensure all students have the support they need throughout high school and into post high school planning. The Counseling Department's delivery system provides the type of proactive post-high school planning consistent with the American School Counseling Association (ASCA) model which includes academic, career, and personal/social counseling. We support students in developing an individual plan for academic success and assist with social/emotional issues which includes accessing community mental health agencies as needed. Our focus on personalization and our proactive model includes periodic classroom visits, group seminars, and individual meetings with students. Each student and family remains with the same counselor during all four years of high school.

Several classroom counseling seminars on a wide variety of topics are available to students in addition to one-on-one meetings. Evening workshops for parents are also offered throughout the year on a variety of topics.

Counselors provide assistance to students in these areas:

- Educational planning, including college selection and application, technical training opportunities, employment outlook planning, and academic assessments
- Crisis intervention
- Career development
- Post-high school planning - applications & scholarships
- Personal/social development and support
- Communication and consultation with staff and parents regarding individual student needs
- Referral to appropriate in-school and/or community resources
- Supervision of maintenance and processing of student records and applications

Sources of Strength (SOS) – A Strength-based Suicide Prevention Program at both High Schools that focuses on normalizing healthy help-seeking behaviors and promoting connections between peers and adults. SOS is in place to further develop school environments where help seeking and healthy peer to adult connections are the norm and promote protective factors by spreading Hope, Help, and Strength. SOS is peer based with evidence to support its use.

Career Center - The Career Center is open to all students and parents. Supporting the Guidance Department, the Career Center coordinators and volunteers help students search the Jobs Bulletin Board and look for current scholarship information or volunteer opportunities. Resource materials include college catalogs, test preparation materials, scholarship and financial aid resources, and career computer programs such as the Minnesota Career Information System (MCIS). Career Center staff will provide students with the training needed (via classroom presentations) to navigate the array of tools and information available in the center. Representatives from numerous colleges and branches of the military visit the Career Center. Parents and students are encouraged to visit the Career Center and Guidance websites (links can be found off the school's main page) for specific dates.

Mental Health - The Duluth Public Schools partners with community agencies to provide additional mental health services for students and families. Co-located therapists from different agencies provide individual therapy and other mental health services before, during, and after school hours to students and their families. In-school mental health services provide support to many students who otherwise would not have access to such services. Day Treatment programs are provided in elementary schools and middle schools for students and families needing services. All community mental health providers are screened and formally approved. Providers work very closely with building and district administration to best support and improve the mental health of students. Contact your principal, teacher, counselor, or school social worker for more information.

Connecting to Community Mental Health Resources - School counselors, school social workers, and a variety of other support staff work closely with teachers, students, and families to connect them with community mental health and chemical health resources. The Duluth community is a hub for mental health services. Many of our school staff have the capability to make referrals to community programs that support the overall health, but especially the mental and chemical health of the students and families we serve.

Mobile Crisis Unit - The mobile crisis service provides a 24 hour crisis phone line for support, information, and problem solving: 218-623-1800 (press 2 for the Crisis Response Team). The mobile crisis team consists of two mental health staff members who are available 24/7 to respond to mental health crises in our community. Mobile crisis interventions are over the phone or face-to-face, short term mental health services to help an individual:

- Cope with stress
- Identify and use available resources
- Avoid unnecessary hospitalization
- Avoid the loss of independent living
- Develop action plans
- Return one to baseline level functioning

These services are provided at a number of locations including schools. In an emergency, School Administrators will work with parents and/or police to reach the Mobile Crisis Team. All other consults, questions, and referrals can be directed to the Mobile Crisis Response Team at 218-623-1800 (press 2 for the Crisis Response Team).

Social Workers - Each school has a social worker who offers support services to students in crisis or with special needs. They:

- Provide crisis intervention
- Help students access mental health services
- Facilitate groups for social-emotional issues
- Coordinate crisis intervention and post-vention teams
- Assist families in understanding their child's emotional needs

Academic System of Support - Duluth Public Schools is in a multi-year process of implementing a Multi-Tiered System of Supports to ensure we are addressing the needs of all learners. As the foundation, all schools use evidence-based, scientifically researched, high quality instruction that is aligned to state standards. For students who may be behind in skills or capable of extending their learning beyond the core instruction, we will be integrating instruction, interventions, and assessments to accelerate their achievement. Every school has a team of staff dedicated to supporting student success. There are academic, social, emotional, and behavioral supports available at your school. Contact your child's teacher or principal for more information.

Chemical Health - Duluth Public Schools values a chemical-free environment. Drug and or alcohol use is not permitted on its campuses. Duluth Public Schools works with community agencies to provide students and families with a variety of chemical health supports when appropriate.

Families in Transition Program - The Duluth Families in Transition Program can assist families, schools, and the community to:

- Enroll homeless students in a stable education program
- Make transportation arrangements that promote stability
- Gather school records from other locations
- Make referrals to agencies that meet other basic needs
- Increase awareness and support in the community regarding conditions of homelessness
- Be advocates within the school system as well as in the community to help assure that homeless students are respected and their needs addressed

Working district-wide, we assist homeless parents and children new to our district or currently enrolled. An array of services are available: enrolling children new to the district; assessing their strengths and needs, including eligibility for various school programs; arranging transportation; providing school supplies; gathering records to expedite enrollment and programming; tutoring for academic success; assessing requirements for graduation and testing; identifying and referring preschool students; educating staff and community members; and advocating for community resources. For more information, visit our webpage at <https://www.isd709.org/departments/curriculum-and-instruction/families-in-transition-homeless>.

American Indian Education - 124D.71 Minnesota Statute- American Indian Education Act of 1988: Ensure equal educational opportunity to every individual and purpose to provide for American Indian Education Programs. These programs are specifically designed to meet the unique educational and culturally related academic needs of American Indian people.

Duluth American Indian Education Program's mission is to promote youth leadership, provide academic support and encourage career development for American Indian students based on American Indian values, culture and language. For more information, visit our webpage at <https://www.isd709.org/programs-services/american-indian-education>.

Office of Education Equity - The Achievement and Integration for Minnesota program is established to pursue racial and economic integration, increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools. The Duluth Public Schools are an eligible district due to Myers-Wilkins Elementary School being designated as a Racially Identifiable School (RIS), under Minnesota Rule 3535.

The Duluth Public Schools - Office of Education Equity (OEE) developed, and is currently implementing, the Achievement and Integration Plan to pursue academic achievement and racial and economic integration through activities that include: (1) integrated learning environments that prepare all students to be effective citizens and enhance social cohesion; (2) developing curricula and training instructors, administrators, school counselors, and other advocates to support and enhance integrated learning environments, innovative research-based instruction, differentiated instruction, and targeted interventions to improve achievement; and (3) rigorous, career and college readiness programs for underserved student populations. Each Activity within the plan is designed to: (1) reduce the disparities in academic achievement among all students and specific categories of students; and/or (2) increase racial and economic integration in schools identified within the plan. View the plan on our webpage at www.isd709.org/programs-services/office-of-education-equity.

Early Entrance to Kindergarten - Students who turn five after September 1, but before November 30 may apply for early enrollment. Parents should contact the Duluth Public Schools Curriculum and Instruction Department at (218) 336-8711 to set up an appointment for Early Entrance Screening.

School Resource Officers - School Resource Officers shall work with students, parents, and school staff to promote positive relationships, to promote positive choices and activities, and to establish rapport and encourage open communications. SRO's shall ensure a safe and secure educational environment for all faculty and students in the Duluth Public Schools.

Community Partnerships: Why student Resource Officers (SRO's) are in the schools

1. The school is the community and the community is the schools.
2. School safety equals public safety.
3. School crisis demands a law enforcement response.
4. The school community presents a great opportunity for positive interaction with youth.
5. Staff and students deserve due process as victims and suspects.
6. Today's youth need positive role models.
7. School staff members need to be educated on community crime conditions.
8. Community policing goals fit into educational objective.
9. Problem oriented policing defines problem solving in the school community.
10. Public safety is served by student success.

SROs are not involved in recommending or determining student discipline or in investigating incidents of student discipline which do not involve potential criminal activity, except that a SRO who is a witness to alleged misconduct or otherwise has information related to alleged misconduct may be a witness in an investigation or hearing related to the incident.

Section 504 of the Rehabilitation Act of 1973 - Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against individuals with disabilities by school districts or other agencies receiving federal funds. The district does not discriminate against any student on the basis of his or her disability and allows equal access to and participation in its programs and activities.

504 Plans may be developed with students who have a disability and need accommodations to equally access and participate in their education. The responsibility for implementation of 504 accommodations rests with the school professionals who work directly with the student (teacher, principal, school nurse, etc.). The Assistant Superintendent serves as the Duluth Public

Schools 504 Coordinator. The office of the Assistant Superintendent of Teaching, Learning and Equity is located at 215 N 1st Ave E, Room 203, Duluth, MN, 55803, and the Assistant Superintendent can be reached at (218) 336-8739 for any questions or concerns.

ANNUAL PUBLIC NOTIFICATION INFORMATION REGARDING SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is an Act which prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Act defines a person with a handicap as anyone who:

1. Has a mental or physical impairment which substantially limits one or more major life activities, including learning
- OR -
2. Has a record of such an impairment
- OR -
3. Is regarded as having such impairment

In order to fulfill its obligation under Section 504, the Duluth School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

The Family Educational Rights and Privacy Act (FERPA) gives parents certain rights with respect to their children's education records including the right to:

- A. Inspect and review his/her child's educational records
- B. Have copies of records provided (for a fee) if it is impossible for parents or eligible students to review the records
- C. Request that the school correct records that they believe to be inaccurate or misleading
- D. A formal hearing if the school decides not to amend the records
- E. Place a statement with the record setting forth his/her view about the contested information

504 GRIEVANCE PROCEDURES

In order to fulfill its obligation under Section 504, Duluth Public Schools recognize a responsibility to avoid discrimination in policies and practices regarding personnel and students. No discrimination against any person with a handicap will knowingly be permitted in any of the programs and practices in the school system. Persons who wish to make a complaint regarding a disability discrimination matter may refer to District Policy 103 Complaints - Students, Employees, Parents, Other Persons for complaint and grievance procedures. Claims of discrimination may also be pursued through the following agencies where appropriate:

Office for Civil Rights, Chicago Office (Region V)
U. S. Department of Education
500 W. Madison Street Suite 1475
Chicago, Illinois 60661
(312) 730-1560
FAX: (312) 730-1576
TDD: (312) 730-1609
Email: OCR.Chicago@ed.gov

Minnesota Department of Human Rights
190 E 5th Street
St. Paul, MN 55101
800-657-3704
651-296-5663
TDD: 651-296-1283

Special Education Services

The Department of Special Services provides a comprehensive special education program from birth to age 21 that adheres to the federal regulations included within the Individuals with Disabilities Education Act (IDEA) and state of Minnesota requirements. Upon meeting eligibility requirements for special education services through a comprehensive evaluation, a student will receive supports to access the general curriculum based on need. Duluth Public Schools is committed to providing an education for all students to meet their fullest potential. If you have any questions regarding your child's progress and special education services please contact your child's classroom teacher. For those already receiving services please contact your child's case manager. For further information regarding special education services, Minnesota State eligibility for services, and parental rights, you can refer to the district's website at www.isd709.org or contact the Director of Special Services at (218) 336-8741.

Assessment

Testing is one way that student achievement is measured in the Duluth Public Schools. Duluth Public Schools administers three categories of assessments during the school year: state assessments, district benchmark screening assessments, and classroom assessments. Each state assessment takes place once a year, district benchmark screening assessments take place up to three times a year (PreK-5 only), and classroom assessments take place on an ongoing basis throughout the school year. All three types of assessments provide educators with the necessary information needed to measure student learning.

College and Career Readiness Assessment - Students in Duluth are provided the opportunity to participate in a college entrance exam in grade 11 or grade 12 during the school day (ACT Plus Writing). The ACT Plus Writing measures college readiness in English, Math, Reading, Science, and Writing and also includes a career interest inventory.

State Assessments - The Minnesota Assessments are designed to measure achievement towards meeting the Minnesota Academic Standards (for the standards-based accountability assessments) and to measure progress towards meeting the WIDA English Language Development Standards (for English language proficiency accountability assessments). The Minnesota Assessments are criterion-referenced assessments, which means they measure performance against a fixed set of criteria: the Minnesota Academic Standards or the WIDA English Language Development Standards. While criterion-referenced tests may provide information about how well students have mastered certain concepts, they alone do not illustrate the whole picture of what a student has learned. These assessments provide one data point that should be considered in the context of additional evidence of student learning like student projects and district and classroom assessments.

District Assessments - Students take end of unit common assessments aligned to state benchmarks by content area/grade level.

In addition to the required state assessments, students in grades PreK-5 take district benchmark screening assessments up to three times a year. These assessments measure student progress against academic standards, determine programmatic needs, and identify students who may need extra support or enrichment.

Classroom Assessments - Individual teachers administer many types of assessments throughout the school year which may include quizzes, midterms, chapter tests, final exams, diagnostic, and formative assessments among others. The results are used to determine mastery of skills and to help inform instruction.

Additional testing-related information, including the most up-to-date testing calendar, may be accessed on our website at www.isd709.org.

Mandated Assessment Policies - Parents have the right to request and receive information about any policy for student participating in mandated assessments. Please contact our [Assessment and Evaluation Department](#) at 218-336-8713 to request a copy of any related policy.

Electronic Technologies/Cyber Safety

Duluth Public Schools is pleased to offer students access to district technology resources to help promote educational excellence. Each student is responsible for his/her use of technology, whether personal or district-provided. While using district and personal technology resources on school property, in school vehicles, and at school-sponsored activities, as well as using district technology resources via off-campus access, each student must act in an appropriate manner consistent with school, district, and legal guidelines. It is the joint responsibility of school personnel and the parent or guardian of each student to educate the student about his/her responsibilities and to establish expectations when using technology.

Blended Learning Initiative - ISD 709 Duluth Public Schools work to inspire every student to achieve their potential and prepare students to lead productive, fulfilling lives as citizens of Duluth and the wider world. It's important to maximize available resources as a wide range of educational opportunities will lead to lifelong learners and productive global citizens.

Educational technology resources support student learning and develop digital citizenship. In this effort, ISD709 provides the opportunity to all students to use district Chromebooks and approved software and online services. These resources are used in conjunction with the Electronic Technologies/Cyber Security expectations covered in the Family and Student Handbook and ISD709 Policies 3187 Use Policy for Internet Access and 3187R Internet Use Regulations.

For more information about Blended Learning and Consent please follow this link: [Blended Learning Loaning Device and Digital Services Consent](#)

Classroom Technology - Most classrooms are equipped with SMART Boards, projectors or TV monitors and sound amplification systems.

Infinite Campus Portal Access - To provide parents and students convenient access to student information, Duluth Public Schools provides Infinite Campus Portal. The Portal provides access to data such as attendance, grades, schedules, assignments, etc. Student Portal accounts are automatically created when the student is enrolled. Parent Portal can be accessed online or via mobile device and can be obtained by contacting the school in which the student is enrolled. To request a password reset, simply click on the *Forgot Password?* link on the Parent Portal site or app to have a link emailed to the e-mail address we have on file for you. Parents may update their email address at any time by logging into the Infinite Campus Parent Portal and updating their contact information.

Passwords and Log-ins - All students and staff are assigned login IDs and passwords that define their access to the district's technology resources. Passwords are distributed to students at school. Students are responsible for maintaining the confidentiality and security of their login and password information and should not share them with anyone besides parents. All inappropriate use of the district's technology resources under the student's login is the responsibility of the student assigned that login ID. Additional information can be found in Duluth School District Policy 3187 and 3187R. If at any time a student feels their password has been compromised, please contact your principal, a teacher, or a media specialist. If passwords are forgotten, students can contact the media specialist or a teacher for assistance.

Student Responsible Use of District Technology Resources - Duluth Public Schools provides technology resources for students to use for educational purposes. The district maintains a content filtering system to protect students from accidental exposure to inappropriate content and to remain compliant with the [Children's Internet Protection Act \(CIPA\)](#); however, each student is responsible for his/her use of technology, whether personal or district-provided, when using district technology resources. Students have no expectation of privacy with respect to their use of district-provided resources. Students are advised that the school district and its representative have the right to monitor as well as search the contents of any district-provided technology resource at any time and for any reason.

The Duluth School District Policy 3187 and 3187R and the School Discipline Policy 5085 set forth guidelines for student responsibilities while using district technology resources. Each year, the [2021-2022 Blended Learning 1 to 1 Agreement](#) form is sent or made available to every family with an enrolled student. This form must be completed for every elementary and middle school student and returned to their school. Parents with questions or concerns about these policies or forms should schedule a meeting with the school principal to discuss alternative learning options.

Google Workspace for Education - Duluth Public Schools uses Google Workspace for Education, tools built specifically for K-12 education. Google Workspace for Education allows for classroom and individual collaboration and includes document storage, word processing, presentation templates, spreadsheets, and email. All students receive a district-provided email account through Google Workspace for Education. These accounts will not contain a student's name, just an ID number, such as 12345@isd709.org.

District-provided Google Workspace for Education accounts have a direct relationship to school and are subject to all school policies, even if used outside the school day or for purposes unrelated to school. Students should always use their Google Workspace for Education account appropriately and never send/share anything that they wouldn't be comfortable with a teacher, a principal, or a parent reading. Students have no expectation of privacy with respect to their use of district-provided resources. Students are advised that the school district and its representative have the right to monitor as well as search the contents of any district-provided technology resource at any time and for any reason.

Online Safety Information for Parents - Family Online Safety Institute (FOSI):

1. Talk with your child about Internet safety as soon as he/she begins using the Internet. It is never too early to start discussing the importance of being a good digital citizen.
2. Use age-appropriate filtering, blocking, and monitoring software on all Internet-enabled devices used by your child, including laptops, wireless phones and video games.
3. Stay involved in your child's online world by setting limits on his/her "screen time" and monitoring who your child is communicating with online. Get to know the websites your child is visiting and educate yourself about your child's online activities.
4. Review FOSI's Internet Safety Contract with your family members at www.fosi.org and consider having all family members sign the agreement.
5. Explain to your child that he/she should never give out personally identifiable information online. For example, your child should understand that he/she should not post detailed information about his/her whereabouts.
6. Make sure your child knows never to meet face-to-face someone they've only met online without first talking with you about the situation.
7. Tell your child to never share their passwords with anyone, including friends.
8. Explain the consequences of posting inappropriate material online. For example, a child's reputation can be impacted by a status entry or an image that is shared.
9. Monitor your child's mobile phone usage and review text messages sent and received, including images downloaded and uploaded.
10. Educate yourself on the latest threats facing kids online (e.g., cyber bullying, sexting, etc.) and arm yourself with information that will allow you to talk to your child about being a good digital citizen.

Health Regulations and Procedures

School Health Office - Parents and/or guardians and the child's medical providers are responsible for the care of an ill student. School health service staff provide support to families in their responsibility of caring for their children. The school health offices are staffed from bell to bell during the student's school day by a health paraprofessional, with licensed school nurse support in the building or on call in the district.

The health paraprofessional:

- Attends to children who become ill or injured at school
- Monitors student health status
- Contacts parents of sick children
- Administers prescribed medications under the direction of the Licensed School Nurse
- Provides first aid in emergencies
- Assists with health screenings, students with chronic health issues, and record keeping

Licensed school nurses:

- Perform health assessments
- Provide consultation and referral services
- Provide health counseling and health education
- Prepare individual health plans
- Supervise staff that are assisting or providing students with personal care activities
- Delegate and supervise medication administration and health office procedures
- Perform health care procedures as needed, and
- Assist with health prevention and promotion activities

Parents are requested to call the Attendance Office and secondary attendance lines when their child is tardy, ill, or will not be at school for other reasons. Parents will be asked to pick up their child from school under the following circumstances:

1. The child has a fever of 100° F or above.
2. The child is vomiting and/or has diarrhea.
3. The child has a rash that may be disease related.
4. The child does not feel well enough to return to the classroom.

Parents should not send their child to school if he or she:

1. Has a fever of 100° F or more. The student should stay home for 24 hours after the temperature returns to normal without fever-reducing medication.
2. Has vomited or had diarrhea. The student should stay home until 24 hours after the last episode.
3. Has a rash that may be disease-related or from an unknown cause.

Infectious Diseases - Infectious diseases are caused by viruses, bacteria, fungi or parasites and can be spread from one individual to another. Parents will be notified when a communicable illness has been identified in their child's classroom and will be provided with a list of symptoms and other pertinent information. Please encourage good hygiene and regular hand washing at home.

COVID-19 / Coronavirus Pandemic - The school district follows the guidelines of the Centers for Disease Control (CDC) and MN Department of Health (MDH) to determine best practice procedures for use by students and staff. Recommendations by the CDC and MDH change frequently as more is learned about this virus and the ways to combat it. The school district will keep parents, students and staff informed of the most recent recommendations being followed.

Head Lice - In the United States, infestation with head lice (*Pediculus humanus capitis*) is most common among preschool and elementary school-age children and their household members and caretakers. An estimated 6 - 12 million infestations occur each year in the United States among children 3 to 11 years of age, with the fall and winter being the peak season. Head lice can be a nuisance but they have not been shown to carry or spread disease. Personal hygiene or cleanliness in the home or school is not connected with becoming infested with head lice.

The most common way to become infested with head lice is by head-to-head contact with a person who already has head lice. Such contact can be common among children during play at school, home, and activities such as; sports, playgrounds, camp, and **slumber parties**). Uncommonly, transmission may occur by: wearing clothing, such as hats, scarves, coats, sports uniforms, or hair ribbons worn by an infested person; using infested combs, brushes or towels; or lying on a bed, couch, pillow, carpet, or stuffed animal that has recently been in contact with an infested person.

Parents, please examine your child's head weekly, especially behind the ears and at the nape of the neck, for crawling lice and nits. If crawling lice or nits are found, all household members should be examined for crawling lice and nits every 2–3 days. Persons with live (crawling) lice or nits within ¼ inch or less of the scalp should be treated.

Please notify your school's Health Office should you find evidence of lice on your child's head.

The following are steps that can be taken to help prevent and control the spread of head lice:

- Avoid head-to-head (hair-to-hair) contact during play and other activities at home, school, and elsewhere (sports activities, playground, camp and slumber parties).
- Do not share clothing such as hats, scarves, coats, sports uniforms, hair ribbons, or barrettes.
- Do not share combs, brushes, or towels. Disinfect combs and brushes used by an infested person by soaking them in hot water (at least 130°F) for 5–10 minutes.
- Do not lie on beds, couches, pillows, carpets, or stuffed animals that have recently been in contact with an infested person.
- Machine wash and dry clothing, bed linens, and other items that an infested person wore or used during the 2 days before treatment using the hot water (130°F) laundry cycle and the high heat drying cycle. Clothing and items that are not washable can be dry-cleaned OR sealed in a plastic bag and stored for 2 weeks.
- Vacuum the floor and furniture, particularly where the infested person sat or lay.
- Do not use fumigant sprays or fogs; they are not necessary to control head lice and can be toxic if inhaled or absorbed through the skin.

REMEMBER, ONCE A WEEK...TAKE A PEEK!

Management of head lice is primarily the responsibility of parents. The school follows the Minnesota Department of Health, American Academy of Pediatrics and National Association of School Nurses guidelines to assist in the management/control in the school setting.

School Procedure for Head Lice – The goal is to keep students in the classroom. Head lice do not carry communicable disease, are primarily spread through direct head to head contact, and only live 18-24 hours without a host. Head lice are not related to poor hygiene/cleanliness in the home.

- The ISD 709 Head Lice Information Handout will be sent to all families and staff periodically during each school year.
- School staff will refer reports of head lice and suspected head lice to the health office for evaluation by the school nurse or health assistant. Parents are required to report cases of head lice to the school health office.
- The parent/guardian of a student with evidence of head lice will be contacted by phone and/ or a letter sent home with the student at the end of the day.
- Classroom notification letters and head lice education materials will be sent out at the first incidence of live lice in the classroom setting.
- Classroom notification letters for recurrence of head lice in the classroom will be sent out at the discretion of the licensed school nurse.
- The treated student may be periodically checked by the school nurse or health assistant.
- No healthy child should be excluded or miss school because of head lice or nits.
- Parents should not rely on school staff to check for lice, but should do this at home, especially before and after vacation, holidays, and sleepovers. Families should not depend on someone else to check a child's head – this may delay treatment.

Additional information on the district's head lice procedure is available at: www.isd709.org.

Prescription Medications - If your child requires a prescription medication, it is best to ask your doctor if it is possible to schedule administration times outside of school hours so that your child can take the medication at home. If your child must take a medication at school, it is kept in the Health Office and must be given to the student by the health paraprofessional or licensed school nurse. Exceptions include inhalers and Epi-pens. Please see information below for procedures regarding inhalers and Epi-pens. Minnesota law allows students to carry and use their inhalers/auto injectable Epi-pens. If the licensed medication prescriber, parents, and licensed school nurse agree the student has demonstrated appropriate knowledge and administration of the inhaler/Epi-pen. A licensed medication prescriber's signed order for the medication and a parent signature must be on file in the school health office and must include a statement to self-carry. Most elementary students need an adult to supervise their inhaler/Epi-pen use to ensure adequate administration, frequency, technique, prescribed usage, and safety. Whenever possible, parents are asked to provide an extra inhaler/Epi-pen to store in the health office in case the student's is left at home or lost. Students carrying these medications have the responsibility to use them correctly and only for themselves. Students are asked to report to the health office if they use inhalers more than once during the school day. Students **MUST** report to the health office immediately if they use their Epi-pen. Authorization forms for medication administration at school are available on the district web site or in each school health office. Parents are asked to provide:

1. The physician or licensed provider's authorization, and directions for administration at school.
2. Parent permission for the medication to be administered at school.
3. The medication in its original prescription container from the pharmacist or physician (Please ask the pharmacist to provide a separate school prescription container).

If you have visited an urgent care clinic or hospital emergency room and medication has been prescribed, please have the attending physician give written authorization for the medication to be given at school. Parents are requested to pick up all unused or expired medications at the end of the school year as medications will not be sent home with students.

Over-the-Counter Medications - Over-the-Counter (OTC) medications require the same parental authorization and original, labeled bottle as prescriptive medications. They must be administered in a manner consistent with the instructions on the label. The licensed school nurse may request to receive further information about the medication prior to administration. When possible, parents are encouraged to administer OTC medications, vitamins and other non-prescriptive agents during off-school hours. All medications should be discussed with the licensed school nurse in the building. All students must keep prescription and non-prescription medications in the school health office. Exceptions to this requirement for secondary students are: non-prescription pain relievers, prescription asthma medications self-administered with an inhaler, prescription epinephrine self-administered with a non-syringe injector, and medications specified in an IEP Section 504 plan or individual health plan. For the full text on medication, see School Board Policy 6180R Procedures of Administration of Medication during the School Day.

Immunizations - Minnesota Law requires that every child attending school be immunized unless a parent requests an exemption for medical reasons or conscientiously held beliefs against immunizations for diphtheria, tetanus, pertussis (whooping cough), polio, Hepatitis B, varicella (chicken pox), measles, mumps, and rubella (German measles). As of September 1, 2014 MN Immunization Law was updated to also include requiring Meningococcal booster shots in middle school and high school.

The Minnesota Department of Health annually updates their website with information on all required immunizations titled [Are Your Kids Ready? Minnesota's Immunization Law](https://www.health.state.mn.us). Visit <https://www.health.state.mn.us> for more information.

Students who are entering school for the first time must have their immunization record on file in the school Health Office before starting school. If a student has previously enrolled in another school, parents must present immunization records before that student enters the district. Forms are available on the district web site on the Health Services tab. Please contact the health paraprofessional or licensed school nurse if you have questions or concerns regarding these immunizations.

No student shall be required to receive an immunization that is contrary to the conscientiously held beliefs of the parent or guardian. An exemption statement must be on file in the health office and signed by a certified notary and parent or guardian. Students with specific health conditions may have medical exemption by their physician.

UNLESS PROOF OF IMMUNIZATION OR LEGAL EXEMPTION IS PROVIDED, YOUR CHILD WILL BE EXCLUDED FROM FURTHER ATTENDANCE IN SCHOOL. We regret the necessity of taking such action. However, state law requires that these immunization records or exemption forms be completed and on file for continued school attendance. Parents and guardians are notified of necessary changes in the immunization requirements and asked to provide the needed information prior to deadline dates.

Emergency Contact Information - At the beginning of the school year you will receive an emergency contact information form. It is important that you update the information, as needed, and return it immediately. It is necessary that we have your phone numbers as well as the phone numbers of two additional friends, neighbors or family members who can be contacted in case your child needs emergency medical help. Home and work numbers must be included. Please be sure the persons you list on the form know that the school may contact them to pick up your child up from school if you are unavailable. It also helps if your family member, friend, or neighbor is easily reachable when you are not. Please notify the office immediately of any changes to your child's emergency information during the school year.

Free Dental Care Available for Children (Birth – Age 21) - Tooth decay is one of the most chronic childhood diseases. However, only fifty percent of low-income children in Minnesota receive any dental care. That's why Smiles Across Minnesota (SAM), Children's Dental Services (CDS) and ISD 709 are working to provide preventative dental care in local schools. This program provides preventative dental care to uninsured or under-insured children from birth until the age of 21. CDS has a history of working with low-income children and those with special needs. Upon formal parental consent, children are provided with a full exam, a range of preventative care, and oral health care education. Preventative service includes cleaning, sealants

and fluoride treatments. Children requiring additional treatment will be referred to Lake Superior Health Clinic or a dental clinic of your choice. If you have questions, please contact the School Nurse at your child's school or CDS at (612) 238-0220.

Nutrition Services

Overview - ISD 709 Child Nutrition staff strive to provide healthy, satisfying, and appealing meals to students. They work toward this goal while taking into consideration the requirements established by the U.S. Department of Agriculture's National School Lunch Program, the desires of students/families for certain types of foods, and budgeted funds, in addition to other variables impacting the meals program.

Menu Planning - Nutritious meals are served every day and meet guidelines established by the U.S. Department of Agriculture's National School Lunch Program (NSLP) and the Healthy, Hunger-Free Kids Act of 2010.

Menus are planned according to USDA guidelines. School meals offer milk, fruit, vegetables, proteins and grains. The guidelines require age-appropriate calorie limits, larger servings of vegetables including dark green and red/orange vegetables and legumes, milk (flavored milk must be fat free) and less sodium. School meals must meet strict limits on saturated fat and portion size.

Breakfast is offered at no cost at all schools and is a great way to jump start a student's day. Breakfast menus focus on boosting nutrition. Assorted cereals and whole grains, fresh fruits, and milk are served daily, in addition to a featured breakfast item.

School lunch menus include hot entrees, salads, sandwiches, vegetables, fruits, grains, and milk. Often the daily fresh fruit and vegetable items are locally grown. In the middle and high schools, a la carte items add flexibility for student nutrition and have a place in a healthy school environment. Yogurt, bottled water, 100% juices are available on the a la carte line. Food selections vary between elementary and secondary schools.

Families have an interactive, online way to view meal menus: www.isd709.org.

Lunch Prices - Lunch prices are available on the district's website www.isd709.org.

Paying for School Meals - Each student has an individual lunch account based on his/her student identification number. Students enter their student ID into a keypad each day to pay for their lunch. To provide efficient service, ISD 709 school cafeterias operate on a pre-paid lunch system. Parents wishing to pay using a credit card or a bank account may do so through the PayPams online system. This is a secure online payment system which allows parents to check student balances and monitor what their student is choosing to eat. Individual checks can be sent to school and given to the Cafeteria Manager. Checks are payable to Child Nutrition or the School Café. Please write the name of the student and the student number on the memo line of the check. Parents wishing to send cash are asked to put it in a sealed envelope with the student's name and student ID number printed on the outside.

In the middle and high schools, items in the a la carte line are individually priced and can be purchased if the student has money in their lunch account or cash in hand. Parents can limit their student's a la carte purchases by calling the Child Nutrition Office at 218-336-8707.

Free and Reduced Lunch Applications - Free and Reduced Lunch Applications- Your children may qualify for free or reduced price school meals. A new application must be filled out each new school year.

Apply online at www.paypams.com/onlineapp, click the link and follow the instructions. Online application is safe, secure, convenient and available 24/7.

OR fill out a hard copy form and submit by mail or drop off at the school office. Hard copy forms are available from the school office, from the Child Nutrition Office (call 218-336-8707) or download an application online at www.isd709.org.

In Minnesota, all students who are approved for free or reduced priced school meals will receive meals at no charge.

School Lunch Policy - Briefly, the purpose of the policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and the employees, families and students have a shared understanding of the expectations regarding meal charges.

- Payment for lunch is expected at the time the meal is served.
- Parents may put money in their child's account by online payment, check or cash.
- All students, elementary, middle or high school will be allowed to charge lunch meals regardless of a zero or negative balance but not allowed to make a la carte purchases.
- In the instance of a student with outstanding meal debt, the student will be allowed to pay for a full price meal without applying the student's money toward the debt balance.
- The school district will make reasonable efforts to notify families when meal account balances are low.
- Reminders for payment of outstanding meal balance will not demean or stigmatize any student participating in the school lunch program.
- Where appropriate, families may be encouraged to apply for free and reduced price meals for their children.
- The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges.
- Unpaid charges are designated as delinquent debt when payment is overdue, the debt is considered collectable and efforts are being made to collect it.
- Consistent with the treatment of other debts, negative balances of \$50 or more not paid prior to the end of the school year will be subject to handling by a collection agency.
- Student lunch debt of \$49.99 or less is transferred with the student to the next school year.
- Positive lunch balances in the student's account advance with the student into the next school year or families may request a refund by calling the Child Nutrition Office at (218) 336-8707. Students leaving the district may also obtain a refund.

Wellness

Communications with Parents

- The school district recognizes that parents and guardians have a primary role in promoting their children's health and well-being.
- The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.
- The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

Other Foods and Beverages Made Available to Students

- Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus. Caution will be exercised when offering foods that may cause allergic reactions or adversely impact students with health conditions, including those foods provided through:
 - Celebrations and parties. A celebration or party is a special and enjoyable occasion (birthdays, holidays, etc.). The school district will provide a list of healthy party ideas to families and staff, including non-food celebration ideas.
 - Classroom snacks to be distributed to the class. A snack is food eaten between usual meals to supplement the nutritional needs of student intended to make a positive contribution to the child's health and diet. The school district will provide to parents families and staff a list of suggested foods and beverages that meet Smart Snacks nutrition standards.
- Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.
- Fundraising. The school district will make available to families and staff a list of suggested healthy fundraising ideas. Foods and beverages sold as fundraisers during the school day must comply with standards listed in C1 and C2. No restrictions are placed on the sale of food/beverage items sold outside of the school day.

Transportation

The Duluth Public Schools Transportation Department strives to provide safe, comfortable, and efficient service to our young riders. To accomplish these goals, we count on the support of the schools, students, and parents. Transportation service to Duluth students is provided through a combination of school district owned buses and contracted service with Voyageur Bus Company. Specific questions about student transportation can be addressed by calling one of the following numbers:

- Duluth Public School Transportation Office - (218) 336-8970
- Voyageur Bus Company - (218) 724-1707

Bus Route Information - Most bus routes and bus stops remain the same from year to year. Some changes are necessary each year due to changing demographics. Busing information is available from your school by the end of August each year. Questions about routes and stops can be answered by calling your school or the Transportation Office at (218) 336-8970.

Safety - For Safety reasons the district will (whenever possible) avoid going down alleys or down roads that force the bus to back up in order to get out.

Eligibility for Transportation - Eligibility for transportation service is based primarily on the distance between a student's residence or daycare and school of attendance. In some cases students are transported when a high traffic area, or other hazards, exists between the residence or daycare and the school. MN Statute requires that students be transported if they live two miles or more from school. The Duluth Public Schools will use the following eligibility distances:

- Elementary schools - 0.7 miles
- Middle Schools - 1.5 miles
- High Schools - 2.0 miles

Transportation for Out of District Students - Bus transportation may be available for families outside the Duluth school district who open enroll their student into selected Duluth public schools. Such transportation may be an option through collector stops established at or close to ISD 709 borders.

For information regarding availability contact the ISD 709 Transportation Department at 218-336-8970. For information on open enrolling into the Duluth school district, contact the Office of the Assistant Superintendent at 218-336-8739.

Daycare Transportation - Transportation to and from daycare sites is permitted. The daycare must be within the attendance area of the school your child attends. Pick up and drop off addresses may be different from each other but must remain consistent five days per week.

Riding a Different Bus - For safety reasons, the district will not make one-day or short-term changes in bus stops. This includes staying with a friend, clubs, lessons or appointments. Families need to make other arrangements when these issues arise. Bus drivers will not accept notes from home. To help ensure a safe, comfortable bus ride:

1. Arrange for your child to be at the bus stop five minutes before the scheduled pick up time.
2. Help your child learn his or her route number(s).
3. Teach your children about the DANGER ZONE. The DANGER ZONE is the area ten feet around the bus. This is the area where most accidents occur.
4. Arrange for first time and young riders to be accompanied to and from the bus stop for at least the first few days of school.
5. Understand that bus pick-up and drop-off times are based on existing weather and road conditions. Inclement weather, traffic congestion, road construction, and demographic changes can cause minor adjustments to route times. Attempts will be made to notify parents about major adjustments in bus schedules that may affect their child. If the bus is more than ten minutes late, direct your child to return home, and call the Transportation Office.

School Bus Safety Rules:

Dos	Don'ts
Immediately follow the directions of the driver	No fighting, harassment, intimidation, or horseplay
Sit in your own seat facing forward	Do not throw any objects
Talk quietly and use appropriate language	No eating, drinking or use of tobacco or drugs
Keep all parts of your body inside the bus	Do not bring any weapons or dangerous objects on the bus
Keep your arms, legs, and belongings to yourself	Do not damage the school bus

Riding the bus to school is a privilege, not a right - MN Statute 121a.59 - "Transportation by school bus is a privilege, not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or for violation of any other law governing student conduct on a school bus, pursuant to written school discipline policy."

Consequences - Consequences for school bus/bus stop misconduct apply to all routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (i.e., field trips or competitions) will be the sole discretion of the School District. Parents or guardians will be notified of any suspension of bus privileges.

This is a general guideline and based on the severity of the incident may further restrict student's privilege of riding the bus.

Assigned seating may be used at the full discretion of the driver or school administration. Refusal to comply with assigned seating may result in immediate loss of riding privileges.

Depending on severity, a student not receiving a bus referral for 3+ months will start over with offenses.

1st incident: Verbal Warning to student by the driver

2nd incident: Written warning to student & parent/guardian from driver & building administration; may include meeting with student, driver, parent & administration.

3rd incident: Possible but not limited to –

- Lunch or after school detention
- Up to 5 days suspension from the bus; suspension from riding the bus may require a parent/student meeting to return to full bus privileges.

4th incident: Possible –

- Lunch or after school detention
- Suspension
- Up to 10 day suspension from the bus; parent/student meeting required to reinstate bus privileges

Further incidents - Individually considered. Students may be suspended for longer periods of time, up to and including the remainder of the school year. Serious misconduct may result in police action.

Student use of electronic devices to take pictures or video of anyone on the bus is strictly prohibited.

Drivers need to be notified regarding any specific student behavior plans.

The majority of our student riders follow the rules, helping make the experience enjoyable for everyone. Parent support of school bus safety rules helps us ensure a safe, comfortable ride every day.

Special Transportation

- Appropriate transportation accommodations and supports will be provided for students with special needs when specified and written into the IEP (Individual Education Plan) or 504 Accommodation Plan.
- Under the Individual with Disabilities Education Act (IDEA) transportation “as may be required to assist a child with a disability to benefit from special education” is a related service to be discussed at an IEP meeting. Transportation includes travel to/from school, travel between schools.
- IEP or 504 Accommodation plans may require additional due process considerations before applying additional consequences. Removal from the Special Education Transportation Route counts toward a student’s total days of school suspension.

Travel Rules and Guidelines for Athletics - Students must travel on school district provided transportation. Exceptions:

- Travel Release for emergencies-allows for a student to travel with their parent to and/or from a contest, game, or activity provided it is completed in 48 hours and signed by the advisor/coach, or Activities Department. Forms can be found on school website and outside AD office.
- Local games to East or Denfeld, Proctor, Superior, and Hermantown require players to provide their own transportation.

Weather Related School Closing or Two Hour Late Start - When severe weather conditions such as snow or extreme cold exist, the Superintendent of ISD 709 is authorized by the School Board to close schools or implement a Two Hour Late Start. The decision is communicated in several ways:

- Local TV Stations: KDLH-TV3, KBJR-TV6, KQDS-TV21, WDIO-TV10
- Local Radio Stations: KDAL 610 AM - 95.7 FM, WEBC 560 AM, WSCN 100.5 FM, KQDS 1490 AM - 94.9 FM
- ISD 709 Website (www.isd709.org)
- ISD 709 Social Media (Facebook, Twitter: @ISD709News)
- Duluth News Tribune Website (www.duluthnewstribune.com)
- An automated phone call to families
- The decision to close or delay school due to severe weather is made prior to 6:00AM. Schools will be open unless you hear/see an announcement that schools are closed or delayed.

All families, especially those with elementary age students, should have a contingency plan for their children in the event of weather-related school closings or two hour late start.

Duluth schools rarely dismiss early, and recent parent and staff survey results indicate concerns about using early dismissal, including access to last minute childcare and sending young children home to an empty house. During severe weather, parents always have the option of picking their children up early from school. Students will not be dismissed on their own based on a telephone request.

Please know that when it comes to winter weather, we encourage and strongly support you in making the decision that is best for your child. You are the best judge of your child’s health and safety. The School Board and administration realize that their decision for the majority of students may not fit with your individual circumstances. As long as you contact the school to report the absence, a decision to keep your child home or pick up your child early from school for safety reasons will be considered excused. If the absence is not reported to the school, it will be considered unexcused.

Attendance Boundaries - Information on attendance boundaries for each school can be obtained from your school or by calling the Transportation Office at (218) 336-8970. The map can also be viewed at www.isd709.org.

Co-Curricular Activities

Participation Fees - Participation fees are charged to students who take part in co-/extra-curricular activities. Activities are placed in categories based on the amount of money paid for coaching/advisor stipends, the number of games or contests held during a season, transportation costs associated with the activity, lease and rental costs, and the amount of money paid to officials and judges.

For students who qualify for reduced lunch, the participation fee is reduced to \$25.00 for all activities. The participation fee for students who qualify for free lunch is waived. The family maximum fee is \$1000.00.

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

Category One - \$500	Category Two - \$235	Category Three - \$185	Category Four - \$60
Hockey	Baseball Basketball Debate Football Lacrosse Soccer Softball Speech Swimming Volleyball	Cheerleading Dance Team Cross Country Running Track & Field Golf Nordic Ski Alpine Ski Tennis	Drama Knowledge Bowl Math Team

Instrument Rental Fees - Class room instruments will be furnished by the School District and include instruments such as rhythm instruments, bells, pianos, autoharps, cellos, flutophones, as well as other special items. Rental fees are reduced to one-half the amount that is listed for students who qualify for reduced lunch, and waived for students who qualify for free lunch. The district also furnishes bands and orchestras with large instruments such as tympani, chimes, tubas, etc. In some cases, instruments are furnished to students on a rental basis for the school year or during the summer months.

Type	Duration	Cost
One Instrument or Percussion	School Year	\$100
Two Instruments (larger instruments that cannot be transported - to have one at home and school, such as string bass, bass clarinet, etc.)	School Year	\$125
One Instrument	Summer	\$30

Travel - Students must travel on school district provide transportation. Exception: Travel Release for emergencies-allows for a student to travel with their parent to and/or from a contest, game, or activity provided it is completed in 48 hours and signed by the advisor/coach, or Activities Department. Forms can be found on school website and outside AD office. Local games to Denfeld, Proctor, Superior, and Hermantown require players to provide their own transportation.

All State Tournament Travel Rules apply for band, cheerleaders, and other student groups.

Students must be in attendance at school at least two hours (end of the day) in order to PRACTICE or participate in GAMES. (Unless cleared with the Activities Department)

State Tournament Travel Guidelines:

The Cheerleaders/Band Must Be Chaperoned and Travel Together. (coaches/advisors must chaperone their squad/group at all State Tournaments). For liability reasons, if cheerleaders or band members are going to cheer at a State Tournament, they must go as a group and be accompanied by the official coach or advisor.

Band/cheerleader members cannot stay overnight apart from their group during the State Tournaments.

Cheerleaders and band members must travel as a group on Duluth School District (ISD #709) provided transportation to and from the State Tournament.

Schools may substitute the official Cheerleader Advisor with an Administrator, Activities Director, or Faculty Member for out-of-town trips. The insurance rider of the School District will cover all liability in these instances.

The Band and Cheerleaders agree to perform at all tournament games. "Championship Brackets." only. Championship Brackets are defined as those games which are played for the Championship trophy. Consolation Games and Third Place Games are not included. If Cheerleader or band members decide not to perform at all of the State Tournament games, the squad will not perform at any game.

Weather related closings and late starts:

School SNOW DAY: NO GAME or Practice (Unless noted); Section or State playoff games can be an exception.

Two Hour Late Start: K-12 Schools start two hours later and dismiss at their regular times; Buses pick up students two hours later (bus stops remain the same and cannot be changed); K-12 afternoon activities and athletics will be held.

ISD 709 Website: www.isd709.org

Television: KBJR – TV6, KDLH – TV3, WDIO-TV10, KQDS-TV21

Radio: KDAL 610 AM – 95.7 FM, WEBC 560 AM, WSCN 100.5 FM, KQDS 1490 AM – 94.9 FM

Duluth News Tribune Website: www.duluthnewstribune.com

Attendance - Student Athletes must attend class following a road game or trip; if a team gets home late the coach should give them the following day's practice off. If a student has been excused for an all-day absence and it is not a school related absence, the student may not participate in any after school activity that day. If a student comes to school in the morning and then is excused for the rest of the day due to an illness or an unexcused absence, the student may not participate in any after school activity that day. Students must be in attendance the last two hours of the day in order to participate in games or practice. Special circumstances must be cleared with the activities office prior to the event. Student athletes that violate the district participation attendance policy can be subject to multiple game penalties. Middle school athletes participating at the High School level need parent permission to leave school in accordance with school policy.

Social Media Policy – Facebook/Twitter, Snapchat, Instagram, etc.

Duluth Public Schools students are expected to follow student handbook guidelines, even though an event may happen off school property or after school hours.

Social network sites, other digital platforms (including cell phones) and distribution mechanisms that facilitate students communicating with other students are considered "Social Networking" platforms. Participation in such networks has both positive appeal and potentially negative consequences. It is important that as a student in the Duluth Public Schools, you are aware of these consequences and exercise appropriate caution if they choose to participate.

Students are not restricted from using any on-line social network sites and/or digital platforms. However, users must understand that any content they make public via on-line social networks or digital platforms is expected to follow acceptable social behaviors and also to comply with federal, state and local laws, as well as, your Student Handbook. As a student in the Duluth Public Schools, you must be aware of your Student Handbook regulations and expectations of our said extra-curricular

programs. Ignorance of these regulations does not excuse students from adhering to them.

Guidelines for Students Using Social Media:

These guidelines are intended to provide a framework for students to conduct themselves safely and responsibly in an on-line environment. As a student and athlete in the Duluth Public Schools you should:

1. Be careful with how much and what kind of identifying information you post on social networking sites. Virtually anyone with an email address can access your personal page. It is unwise to make available information such as a full date of birth, social security number, address, phone number, cell phone numbers, class schedules, bank account information, or details about your daily routine. All of these can facilitate identity theft or stalking. Social Media sites provide numerous privacy settings for information contained in its pages. Use these settings to protect private information. However, once posted, remember the information becomes property of the website and public record.
2. Be aware that community members, family and potential current and future employers and college admissions offices often access information you place on on-line social networking sites. You should think about any information you post on sites or similar directories that potentially portrays an image of you to a prospective employer or school. The information is considered public information. Protect yourself by maintaining a self-image that you can be proud of years from now.
3. Be careful in responding to unsolicited e-mails asking for passwords or PIN numbers. Reputable businesses do not ask for this information in e-mails.
4. Don't have a false sense of security about your rights to freedom of speech when using Social Media. Understand that freedom of speech is not unlimited. The on-line social network sites are NOT a place where you can say and do whatever you want without repercussions or personal accountability.
5. Remember photos once put on the social network site's server become their property and public record. You may delete the photo from your profile but it still stays on their server. Internet search engines like "Google" or "Yahoo" may still find that image long after you have deleted it from your profile. Think long and hard about what type of photo you want to represent you.
6. Whoever is the "adult" (over 18) responsible for the contracts, computers, phone lines, etc...is liable (civil and criminal) for your actions as a minor as well.

Things students should avoid when using Social Media:

1. Derogatory language or remarks about our students, teammates, school personnel and our community at-large; as well as, teachers, or coaches; student-athletes, administrators or representatives of other schools.
 2. Demeaning statements about or threats to any third party- (Including support of demeaning statements and threats.) Don't respond to these.
 3. Distribution and possession of unauthorized videos and photos or statements depicting violence; hazing; sexual harassment and content; vandalism, stalking; underage drinking, selling, possessing, or using controlled substances; or any other inappropriate behaviors.
 4. Creating a serious danger to the safety of another person or making a credible threat of serious physical or emotional injury to another person.
 5. Indicating knowledge of an unreported felonies, crimes, thefts or damage to property or unethical behavior.
 6. Indicating knowledge of an unreported school or team violation—regardless if the violation was unintentional or intentional.
- One of the biggest lessons social network users can learn is that anything you post online enters the public record. You never know who may be looking and when.
 - Students, Parents and Guardians, let it be known that any students in violation of said conduct is subject to consequences to be determined by the Administration, Principal and/or Activities Director.
 - The Minnesota State High School League Student Code of Responsibilities, Bylaw 206.00, is applicable and relevant in all student related issues and concerns in such matters.

No Cell Phones allowed in locker rooms or changing areas.

Hazing - Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose.

Coaches will make sure that the team does not engage in the following:

1. Initiation rites that includes face-painting or unusual costumes
2. Any physical activities (paddling, blindfolds, obstacle courses, etc.)
3. Any public activities that would embarrass or single out a member. (singing in a restaurant, standing on a street corner waving at cars, making purchases which may embarrass the individual)
4. Any activity that involves putting up signs or toilet paper on any buildings or homes or anything in a yard.
5. Any activity that separates team members and treat them in an embarrassing way.

District #709 Behavior Regulations

- Students must serve a consequence in each activity in which they participate – MSHSL, Duluth High School Intramurals, Activities, and Fine Arts. Penalties may be served concurrently.
- Due Process including appeals procedure as defined in the MSHSL bylaw 213.02,8.

All penalties:

1. Are in effect year round (including summer and off-season.)
2. Carry over from school year to school year.
3. Carry over from sport/activity to sport/activity.
4. Are applied to MSHSL violations that occur anywhere and anytime.
5. Student fully agrees to fully cooperate in any investigation honestly and truthfully.

**The Duluth Police Department
will be sharing information on
underage ticket violations. It is
advised that violations be
reported to the Coach, AD, or
Principal within 48 hours.**

Determination and notification of violations:

1. Any violation(s) of the MSHSL or ISD 709 policy known to a coach/advisor must be reported to the Activities Director and/or Principal in writing immediately upon learning of the violation.
2. The Principal and Activities Director are responsible for administering this policy and declaring a student ineligible. The Principal and Activities Director will conduct a thorough investigation prior to reporting findings in the case.
3. Written notification of a student's ineligibility and the reason for such should be provided to the parent, student, and the coach/advisor.
4. Serving a penalty: Students who are not in good standing due to suspension, expulsion, injury, illness, family vacations, etc are not able to be placed in a game, meet or contest and are therefore not able to count those contests toward the penalty.
5. A copy of this notification must be kept on file in the High School Activity Director's Office until the student graduates. All and any paperwork will be shredded immediately the student no longer participates.

MOOD-ALTERING CHEMICALS - Reference MSHSL Bylaw 205

Twelve (12) months of the year, a student shall not at any time, regardless of the quantity: (1) use or consume, have in possession a beverage containing alcohol; (2) use or consume, have in possession tobacco; or, (3) use or consume, have in possession, buy, sell, or give away any other controlled substance or drug paraphernalia, (4) use or consume, have in possession, buy, sell or give away products containing or products used to deliver nicotine, tobacco products and other chemicals. "Tobacco products" means: any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part or accessory of a tobacco product, (5) use or consume, have in possession, buy, sell or give away any substance or product where the intent of such use of the substance or product is to induce intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor. Such substance or products shall include, but are not limited to, synthetic drugs, gasoline, glue, aerosol devices, bath salts, and any substances addressed by Minnesota or Federal law.

STUDENT CODE OF RESPONSIBILITIES - Reference MSHSL Bylaw 206

As a student participating in my school's interscholastic activities, I understand and accept the following responsibilities:

1. I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
2. I will be fully responsible for my own actions and the consequences of my actions

3. I will respect the property of others.
4. I will respect and obey the rules of my school and the laws of my community, state and country.
5. I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state and country.

A student ejected from a contest shall be ineligible for the next regularly scheduled game or meet at that level of competition and all other games or meets in the interim at any level of competition, for the first ejection. All subsequent ejections shall result in ineligibility for four (4) regularly scheduled games or meets. This suspension can be deemed longer or shorter based on the violation and is up to the discretion of the building principal.

SEXUAL/RACIAL/RELIGIOUS HARASSMENT / VIOLENCE and HAZING - Reference MSHSL Bylaw 209.00

A student shall not engage in the sexual, racial, religious harassment, violence or hazing during the school year or any portion of an activity season that occurs prior to the start of the school year or after the close of the school year.

Reporting Procedures:

1. Any person who believes he or she has been the victim of sexual, racial, religious harassment, violence or hazing or any person with knowledge or belief of conduct, which may constitute hazing, shall report the alleged acts immediately to an appropriate school district official designated by this policy.
2. The building principal is the person responsible for receiving reports of sexual, racial, religious harassment, violence or hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent.
3. Teachers, administrators, officials, volunteers, and employees of the school district shall be particularly alert to possible situations, circumstances or events which might include sexual, racial, religious harassment, violence or hazing. Any such person who receives a report of, observes, or had other knowledge or belief of conduct, which may constitute sexual, racial, religious harassment, violence or hazing, shall inform the building principal immediately.
4. Submission of a good faith complaint or report of sexual, racial, religious harassment, violence or hazing will not affect the complainant or reporter's future employment, grades or work assignments.

Reprisal - The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, coach, official contractor or employee of the school district who retaliates against any person who makes a good faith report of alleged sexual, racial, religious harassment, violence or hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such sexual, racial, religious harassment, violence or hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Fair Hearing Procedure - The League Constitution provides a Fair Hearing Procedure for the student or parent contesting a school's determination of ineligibility for a student. The student has 10 calendar days in which to appeal the school's decision. The appeals process includes an appeal before a hearing panel at the school and the right, if desired, to appeal that decision to the League's Board of Directors. An independent hearing examiner will hear the appeal and make written findings of fact, conclusions and a recommendation for the Board of Directors, following the hearing. The Board's decision shall be final. A complete listing of the Fair Hearing Procedure may be obtained from the athletic director or principal of the high school or on Web at www.mshsl.org in the Publications section.

First Offense

1. After confirmation of the first violation, the student shall lose eligibility for the next two (2) consecutive activities (performances, contest, events) or two (2) weeks of a season in which the student is a participant, whichever is greater **if the student athlete notifies the coach, AD, or school principal within 48 hours** (summer & off-season included) after the violation occurred. If the student athlete **does not notify their coach, AD, or Principal within 48 hours** after the violation the student shall lose eligibility for the next three (3) consecutive activities (performances, contest, events) or three (3) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.
2. The student shall make arrangements with the respective coach or advisor to establish a plan for reentry with the team or group.

A team/group/club, in conjunction with the coach/advisor as well as the knowledge and approval of the activities director and principal, may increase the severity of a penalty. The coach/advisor shall clearly communicate in writing any changes or additional consequences to the parents and students prior to the season.

Second Offense

1. **After confirmation of the second violation, the student shall lose eligibility for the next six (6) consecutive interscholastic contests in which the student is a participant or three (3) weeks, whichever is greater if the student athlete notifies the coach, AD, or school principal within 48 hours (summer & off-season included) after the violation occurs. If the student athlete does not notify their coach, AD, or Principal within 48 hours the student shall lose eligibility for the next eight (8) consecutive activities (performances, contest, events) or four (4) weeks of a season in which the student is a participant, whichever is greater. No exception is permitted for a student who becomes a participant in a treatment program.**
2. The student shall make arrangements with the respective coach or advisor to establish a plan for reentry with the team or group.

Third Offense (and subsequent):

1. The student shall lose eligibility for the next 12 consecutive interscholastic contests or four weeks, 28 calendar days, whichever is greater, in which the student is a participant. This bylaw is aligned with the MSHSL.
2. The student shall make arrangements with the respective coach or advisor to establish a plan for reentry with the team or group.
3. If after the third or subsequent violations, the student has been assessed to be chemically dependent and the student on her/his own volition becomes a participant in a chemical dependency program or treatment program, the student may be certified for reinstatement in MSHSL activities after a minimum period of six (6) weeks. Such certification must be issued by the director or a counselor of a chemical dependency treatment center.

Penalties for Category II Activities and Clubs

Definition - Category II Activities: Those League-sponsored activities in which a member school does not have a schedule of interscholastic contests, exclusive of League-sponsored tournaments. Includes Fine Arts Activities:

1. Speech, Debate, Drama, Knowledge Bowl, Robotics, and Math Team, and One Act Play
2. Music Activities
3. Visual Arts Activities

Each member school shall develop penalties which it will apply to the participants in these activities.

Denial Disqualification - A student shall be disqualified from all interscholastic athletics for nine (9) additional weeks beyond the student's original period of ineligibility when the student denies violation of the rule, is allowed to participate and then is subsequently found guilty of the violation.

This policy works in conjunction with the MSHSL policy and will supersede the State League's policy. There also may be other ramifications due to the violation, some being, but not limited to: consideration being eliminated for All Conference, Team Awards, and School Awards.

ISD 709 Academic Eligibility Information

Academic Eligibility - At the conclusion of each grading period, a student cannot have an F on the report card and must not have a "U" in conduct given by the administration. If a student receives an F on the report card, the student is ineligible at least the first six weeks of the next grade period (as described below). Students must be making progress towards graduation.

B. Ineligibility Status

Report card issuance day is the Monday starting the second week of the marking period. Ineligibility is described as a period of time in which the student **may practice but not participate in activities/games/contests**. Grades will be reviewed the Friday of the fourth week of the marking period. The student must have no F's and no administrative "U" in conduct on that day to gain eligibility. For **consecutive grade period violations**, a student is **ineligible** to participate until the issuance of the next report card. Ineligibility is described as a time the student may continue to practice but may not participate in varsity games or contests. If an "F" is changed to a passing grade, the student can become eligible immediately. An "I" is considered a failing grade. If the "I" is changed to a passing grade, the student may gain eligibility.

Fall 2021:

Note: If a student failed a class the previous school year and/or credits do not meet district guidelines, completion of summer school course(s) may help student gain eligibility.

Eligibility review date for students who failed a class in Quarter 4 of the previous school year

Eligibility review date – **September 17**

End of 1st grade period November 5

Winter 2021-22:

Eligibility review date for students who failed a class in Quarter 1 – **December 3**

End of 2nd grade period – January 20 (All grades checked when report cards are issued)

Eligibility review date for students who failed a class end of Quarter 2 – **February 11**

End of 3rd grade period – April 1 (All grades checked when report cards are issued)

Spring 2022:

Eligibility review date for students who failed a class in Quarter 3 – **April 29**

End of 4th grade period – June 9 (All grades checked when report cards are issued)

Note: A student who fails a class during the fourth grading period, but passes the class for the semester will be ineligible in the fall. Students may no longer take summer school to regain eligibility from a class failed in the spring. Term grades only count when considering penalties.

Credit Eligibility - At the conclusion of the first semester and end of the school year, students must be making satisfactory progress toward graduation based on the credit schedule listed below. If a student falls below the credit requirements, they may be deemed ineligible for a period of time as determined by the building principal.

1. Incoming 10th grader (sophomore) – 5.25 credits, 8.0 credits at semester
2. Incoming 11th grader (junior) – 11.25 credits, 13.75 credits at semester
3. Incoming 12th grader (senior) – 16.50 credits, 19.00 credits at semester
4. 22.50 credits to graduate
 - Have not dropped out of school or repeated a grade while in high school and will not participate in more than six (6) seasons in any sport in grades 7-12
 - Will not have turned 20 before the start of the season in which they participate.

Less Than A Normal Course Load - All students must be fully enrolled (as defined by the Minnesota Department of Education) – minimum of four classes and one study hall. This includes students enrolled in PSEO classes. Students must be on track to meet the school's graduation requirements in six years (12 consecutive semesters) beginning with the first day of attendance in the 7th grade.

Special Education Programs - These rules are applicable to students enrolled in Special Education programs; exceptions, with regard to academic performance and conduct, would be noted in the student's Individual Education Plan (IEP). An IEP cannot make exceptions to stated academic standards.

Administrative Prerogative - The Principal reserves the right to declare a student eligible or ineligible for any appropriate period.

Home School Eligibility is based on State Statute

- Student must reside in the school's home attendance area (ie - Denfeld or East)
- Home school must be registered with ISD 709

Online Eligibility

- Students enrolled in an online school like Academic Excellence Online (Duluth Public Schools) or Minnesota Virtual Academy (MNVA), they are fully eligible at either East or Denfeld - where their attendance area resides.
- If a student enrolls at an online charter school (Minnesota Transitions/Connections Academy) then that student is eligible to participate at that charter school.
- Not all online schools are created equally in the eyes of the MSHSL. Contact the activities director at East or Denfeld if you have any questions.

Cooperative Agreements - It is School District policy that ISD709 does not participate in cooperative agreements with charter or private schools. This is a decision by the school board.

- We do not offer cooperative sponsorship's or articulation agreements with private or charter schools; they would take opportunities to participate away from our own students.
- Students enrolled at other schools would be eligible at their own school, or if they co-oped with another MSHSL school.
- This includes students from; Edison, Lakeview Christian Academy, Holy Rosary (and other parochial schools), Catholic High School, Harbor City, Online Charter Schools, and Montessori etc.

Community Education/Out of School Time Programs and Services

Duluth Community Education - Community Education programs provide a variety of opportunities for learning, recreation and community involvement to learners of all ages from youth to senior citizens. Programs include Early Childhood Family Education (ECFE), school readiness/preschool, youth and adult enrichment and recreation programs, aquatics, driver education and more. General information, programs, classes and activities are promoted through school newsletters, social media and the Community Education Schedule. Registration information is available at www.duluthcommunityed.org or email us at communityeducation@isd709.org. Community Education contact information listed below:

- | | | |
|---|--|--|
| • District Office
(218) 336-8708 | • Early Childhood/PreKindergarten
(218) 336-8890 | • Key Zone/School Age Care
(218) 336-8760, extension 6 |
| • Ordean East Middle School
(218) 336-8760, extension 1 | • Denfeld High School/Project Access
(218) 336-8760, extension 2 | • Driver Education
(218) 336-8760, extension 3 |

- **Lincoln Park Middle School**
(218) 336-8760, extension 5

K.E.Y. Zone/School Age Care - K.E.Y. Zone (Knowledge, Enrichment and Youth Development) in all Duluth elementary schools provides safe and supervised environments for youth to receive academic support and participate in life skill-building enrichment activities. The staff, program, and facilities create a warm, secure atmosphere for channeling children's energies and meeting individual needs. The programs are offered collaboratively with Duluth Community Education and the Duluth Area Family YMCA. For KEY Zone information or to register, visit www.isd709.org.

Program goals include enrichment and learning, encouraging the development of life skills, promoting regular attendance, and providing year-round opportunities for fun and adventure through the following activities: Academics, Creative Arts, Health and Wellness, Science, Technology, Engineering and Math (STEM), Service Learning Projects, Homework Help, Tutoring and Mentoring.

Program Hours of Operation: After school until 6:00 pm; Break weeks and summer 6:30 am – 6:00 pm

Community Use of School Facilities - School facilities are an integral part of the community and may be used to promote school, civic, or social goals in accordance with policies and regulations. The use of school facilities and grounds by community groups is coordinated and supervised by the Community Education Department. A permit application for the requested facility must be submitted to Community Education.

Emergency Response Information and Parents Right to Know Act 2000

School Emergency Information - A fundamental goal of the Duluth Schools is to provide students with an opportunity to learn and achieve in school environments that are safe and secure. An Emergency Response Crisis Management (ERCM) Plan guides district-wide efforts to maximize the safety and welfare of students, staff, and visitors. ISD 709 employees work with city, county, and state emergency management and response agencies to assure that schools are prepared for an emergency.

Emergency Response Procedures - Our top priority is the safety of each and every student. Emergency response procedures are in place at every school. Parents should be familiar with these procedures to help ensure the safety of their student(s). In the interest of student safety, the Duluth Police Department asks that you not attempt to call your student via cell phone or respond to the school site during emergency situations. Please listen to local TV/Radio alert stations or look online for up-to-date information and direction.

Active Threat Response - Duluth Schools has adopted the ALICE model for active threat response. ALICE is an acronym for Alert, Lockdown, Inform, Counter, and Evacuate. ALICE is a proactive, options-based plan that authorizes and empowers staff and students to make informed decisions during an active threat, removes as many people as possible from the danger zone, and provides options so those involved will have the best chance of surviving.

Lockdown - Lockdown is used to protect students and staff from a potentially dangerous event near or inside the school. Students and staff are in secured areas, all entrances to the building are locked, and no visitors other than appropriate emergency response personnel are allowed on campus unless authorized by the School Incident Commander (or designee).

Evacuation On-Site - The school building is deemed unsafe, but the grounds safe. Students are moved outside the building temporarily.

Evacuation Off-Site - The school building and grounds are unsafe. Students are moved to an alternate location. Use of personal vehicles is not allowed. When students are moved outside of the building, they are under staff supervision. Parents are not to prevent or obstruct the trained response of supervisory staff or emergency responders.

Parents Right to Know Act of 2000 - The school district utilizes a licensed, professional pest-control firm for the prevention and control of rodents, insects, and other pests in and around the district's buildings. The program consists of:

- Inspection and monitoring to determine whether pests are present and to determine the type of treatment required.

- Recommendations for maintenance and sanitation to help eliminate pests without the need for pest-control materials.
- Utilization of non-chemical measures such as traps, caulking, screening and the application of EPA-registered pest-control materials when needed.

Since pests can sting, bite, and cause contamination, damage to property, and spread disease, the district will make every attempt to control them. Because the long-term health effects on children from the application of such pesticides or the class of chemicals to which they belong may not be fully understood, the district will sparingly use chemicals to control pests. All pest control materials are chosen and applied according to label directions as per federal law. Facilities Management will schedule pest control response actions requiring the use of pesticides during days when school is not in session. Included in your packet is a school calendar listing those dates. In an emergency situation where this practice cannot be followed, parents of a student may request prior notification of the application of EPA Class I, II, and III pesticides. To receive prior notification, send a written request with a daytime phone number and a stamped, self-addressed envelope to Facilities Management, 215 North 1st Avenue East, Duluth, MN 55802

Asbestos Hazard Emergency Response Act (AHERA) -For years, asbestos was used in construction and building materials as a fire retardant and insulator to prevent building fires and to protect structural members that, if heat-damaged, could cause building collapse. Since inhalation of asbestos fibers can cause serious health risks, our greatest concern is asbestos-containing materials that could be easily crumbled by hand, located where it could be damaged or become airborne. Per AHERA requirements, a certified inspector has reviewed all Duluth Schools for the presence of asbestos-containing material. Findings of the original inspection, along with periodic re-inspections, are compiled in a report and kept in each building. This report describes the district's strategy for dealing with asbestos. Our programs are designed to create a fiber-free environment for occupants of all schools. We closely monitor any asbestos-containing material and use only AHERA Certified inspectors, management planners, project designers, contractors, supervisors, and workers to complete any asbestos related activities. Our district is committed not only to compliance with AHERA, but to a safe, quality environment for all students, parents, employees, and building occupants. If you have questions, please contact the district's AHERA Designated Coordinator of Health, Safety, and Environmental Management at (218) 336-8700 ext. 3240.

Dress Code Regulation

The staff, students, parents, and the Duluth Public Schools community recognize the importance and necessity for students' attire to be respectful and appropriate for school. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Our values are:

- All students should be able to dress comfortably for school and engage in the educational environment without fear of or actual unnecessary discipline or body shaming.
- All students and staff should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression.
- Student dress code enforcement should not result in unnecessary barriers to school attendance.
- Dress code violations should be addressed using student/body-positive language to explain the code.
- Teachers should focus on teaching and students focus on learning without the distraction and often uncomfortable burden of addressing dress code violations.
- Reasons for conflict and inconsistent and/or inequitable discipline should be minimized whenever possible.

Our student dress code is designed to accomplish several goals:

- Maintain a safe learning environment in classes where protective or supportive clothing is needed, such as chemistry/biology (eye or body protection), dance (bare feet, tights/leotards), or PE (athletic attire/shoes).
- Allow students to wear clothing of their choice that is comfortable.

- Allow students to wear clothing that expresses their self-identified gender.
- Allow students to wear religious attire without fear of discipline or discrimination.
- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, weapons and pornography.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that will interfere with the operation of the school, disrupt the educational process, invade the rights of others, or create a reasonably foreseeable risk of such interference or invasion of rights.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Duluth Public Schools expects that all students will dress in a way that is appropriate for the school day or for any school sponsored event. Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities. The primary responsibility for a student's attire resides with the student and their parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student; that student attire does not contribute to a hostile or intimidating atmosphere for any student, and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income, or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

1. Basic Principle: Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, breasts, and nipples are fully covered with opaque fabric.

All items listed in the "must wear" and "may wear" categories below must meet this basic principle.

2. Students Must Wear*, while following the basic principle of Section 1 above:

- A Shirt (with fabric in the front, back and sides that covers the middle and lower torso) AND
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts) AND
- Weather appropriate shoes.

*Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoes requirements are permitted (for example, athletic shoes for PE).

3. Students May Wear, as long as these items do not violate Section 1 above:

- Religious headwear
- Fitted pants, including opaque leggings, yoga pants and "skinny jeans"
- Ripped jeans, as long as underwear and buttocks are not exposed.
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate Section 1 above).

4. Students Cannot Wear:

- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed).
- Swimsuits (except as required in class or athletic practice).
- Accessories that could be considered dangerous or could be used as a weapon.
- Any item that obscures the face or ears, including hoods (except as a religious observance).

- All jackets/coats intended for outerwear (for example: starter, letter, leather, trench coats, windbreakers, etc.) must be kept in the student's locker during regular school hours. Fleece vests are not considered outerwear.
- Hats, caps, and do-rags, not including religious headwear, must be stored in student's locker.
- Clothing that includes words or pictures that are obscene, vulgar, sexually explicit, convey sexual innuendo, abuse or discrimination, or which promote or advertise alcohol, chemicals, tobacco or any other product that is illegal for use by minors and illegal on school property, will not be allowed.
- Objectionable emblems, badges, symbols (including confederate flags & swastika's), derogatory mascots, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to any group, evidences of gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals is not allowed.

Students who are in violation of the dress code will be asked to change clothes, cover up existing clothing if possible or go home and change so that they meet dress code. In the event a student must go home and change, the parent will be contacted. The student must sign in and out at the Attendance Office.

Harassment, Violence, and Bullying Behavior

Independent School District 709 is committed to creating and maintaining a learning and working environment where all individuals are treated with respect and dignity. Every individual has the right to learn/work in an environment free of harassment, violence, and bullying behavior.

PREVENTION - Preventing harassment, violence, and bullying behavior before it happens is always best. Prevention keeps us from experiencing adverse experiences in the first place, helps us focus on teaching and learning, and is an efficient and effective use of resources.

Efforts to intentionally develop a positive school climate and create positive relationships will work to prevent harassment, violence and bullying behavior. Furthermore, academic success is directly related to school engagement and school engagement is associated with peer and adult support and relationships. Nothing has a more positive impact in the life of a child than positive relationships.

PREPARATION - Preparing students, staff, and families for adverse experiences is also an important part of creating safe and welcoming environments for everyone. We should know what to do and have a plan in place to do it well. Preparation includes teaching students about these behaviors, the roles that people fulfill in an incident, what to do, and how to report it. We won't be able to plan for every situation yet we can teach some basic techniques that will help in most situations.

RESPONSE - When harassment, violence, or bullying behavior is reported or witnessed, responses include telling the person to stop, creating separation and safety, investigating incidents, planning and implementing interventions, and informing others. Each situation is unique and may require different and unique interventions, including student conferencing, parent involvement, school discipline, connection to other resources, and restorative practices.

RECOVERY - Even when prevention is done well and we prepare and respond effectively, students may still benefit from support and assistance in recovering from incidents of harassment, violence, and bullying behavior. Helping students recover may look different from child to child and from school to school. Schools have resources available in a crisis and can help families connect to on-going supports in the community. Many schools have "co-located" mental health services as well. The focus of recovery is to return students back to regular school activity in a safe and welcoming environment.

REPORTING HARASSMENT, VIOLENCE, AND BULLYING BEHAVIOR - Harassment, violence, and bullying behavior is a concern across our nation and here in Duluth. Reducing this behavior is important to Duluth Public Schools – we take it seriously.

Any time you witness or are involved in a situation involving harassment, violence, or bullying behavior it is important to report it. Help is available. Speak with your teacher, school principal, or another trusted adult at school, home, or in your community.

1. If someone is hurting you, tell them to stop, then walk away and talk to an adult about it.

2. Report it right away. A prompt report increases safety, reduces response time, and improves the results of the investigation and the intervention. Reporting forms can be located at the back of this handbook or online at www.isd709.org (scroll down to “Quick Links”, select “Safe and Welcoming Schools”, select “Bullying and Harassment”, and select the appropriate school listed under “Report Bullying and Harassment”).
3. Be specific. Share who was with you or might have seen something, who said or did what, and when and where it happened. Keep text messages and social media posts that contain harassing, violent, or bullying behavior so you can show them to an adult at school.

MINNESOTA LAW - Minnesota has passed the Safe Schools Act. We are working to adjust policy to align with requirements of the act as well as with model policies as they become available.

Standards of Conduct

Standards of conduct are developed to ensure a safe, equitable and welcoming environment that fosters growth in relationships, academics, social-emotional competency and life skills. We believe these are achieved through a culture that promotes positive relationships, mutual respect, repairing harm, and a belief in the potential of all members while engaging with families and community as partners.

Disciplinary policies within the elementary and secondary schools shall be enforced within the general guidelines as set forth in the grid below. These guidelines are designed to prevent student’s inappropriate behavior from recurring through use of environmental, instructional, and/or restorative intervention and represent the majority of incidents that occur in schools. However other incidents may occur which warrant disciplinary action.

These guidelines describe the various administrative actions that may be taken for incidents that violate school district standards of conduct and/or the law. The listing of guidelines does not require that a “step-by-step” progression of increasing severity be employed by an administrator when addressing an incident.

Behavioral incidents requiring Office Intervention will be documented as an “office discipline referral” in Infinite Campus under the student behavior tab. Out-of-school suspension is used for the purpose of creating separation and safety for further investigation and intervention planning in response to a behavioral incident. At all age levels, use of out-of-school suspension should be paired with environmental, instructional, and/or restorative intervention. For students with a history of violent behavior, staff will be notified per Policy 5022.

The Principal’s discretion regarding the enforcement of policy will be used when age, culture, and development/ability are factors in behavioral issues. There should be a logical relationship between the severity of the offense and the administrative action. Behaviors are grouped into four levels for the purpose of consistency and organization. Some behaviors will be severe or egregious enough to warrant disciplinary actions corresponding with a higher level. The Assistant Superintendent will be consulted if any site desires to implement discipline which exceeds the minimum guidelines.

Behavior Levels

<u>LEVEL 1</u>
Behaviors are safe but disruptive to learning and addressed with simple de-escalation, support and/or redirection.
<ul style="list-style-type: none"> • Staff use school wide and classroom practices to promote the development and use of behaviors that contribute to a safe, equitable, and welcoming school. • Staff observe the behavior, use a range of strategies to support the student(s) or de-escalate the situation, determine communication and documentation. • Behaviors are managed by the person supervising the area, no office discipline referral needed - commonly referred to as a “classroom managed” or “minor” behavior and not addressed further in this grid.

LEVEL 2

Behavior that disrupts the educational environment, student learning or staff working and is not corrected with simple support or redirection.

- Staff observe behavior, use a range of strategies to support the student(s) or de-escalate the situation, gain assistance if needed, write office referral, and use supportive and/or restorative practice intervention as needed.
- A more focused behavioral response or targeted intervention beyond response to the immediate incident may be warranted depending on the situation.

ACADEMIC DISHONESTY			
		A student shall not cheat in any form on school grounds or in any school-related activity. This includes plagiarizing (copying from print, the Internet, or other electronic resources, purchasing or copying another person's work, and paraphrasing without citing the source).	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		*Referral to building resources
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources	1-2 day(s) suspension and intervention
6-12	Teacher conference with student; teacher discretion for consequences	Notification of parent(s) or guardian(s) and/or conference; teacher discretion for consequences	Administrative conference; consideration for loss of credit; consideration for 1-3 day(s) suspension and intervention
ATTIRE			
		Attire or personal grooming that presents a risk to health, safety, property, interferes with education, or violates Policy 4015 and Regulation 4015R Prohibiting Harassment and Violence is prohibited. Please see entire ISD 709 Dress Code Regulation.	
Grades	First Incident	Second Incident	Third Incident
K-5	Notification of parent(s) or guardian(s)	Notification of parent(s) or guardian(s); Administration discretion for consequences	Notification of parent(s) or guardian(s); Administration discretion for consequences
6-12	Student conference; Notification of parent(s) or guardian(s)	Notification of parent(s) or guardian(s)	Consideration for detention; Further incidents will result in consideration for suspension and intervention
CELL PHONES OR ELECTRONIC MOBILE DEVICES			
		Students may not use cell phones or personal electronic mobile devices during class time unless it is determined by the teacher that it is required for curriculum/course content. School will not be responsible for lost, damaged or stolen devices. School administration will not spend time investigating any lost or stolen electronic devices.	
Grades	First Incident	Second Incident	Third Incident
K-5	Notification to parent(s) or guardian(s)	Notification to parent(s) or guardian(s); Administration discretion for consequences	Notification to parent(s) or guardian(s); Administration discretion for consequences
6-12	Student conference; Notification of parent(s) or guardian(s)	Notification to parent(s) or guardian(s); Administration discretion for consequences	Consideration for 1 day suspension and intervention
COMPUTER			
		Data tampering, unauthorized use of data, violations of Policy 3187-Use Policy for Internet Access and Regulation 3187R - Internet Use Regulations (e.g. software modification or copyright violation, any attempt to install or use software that has not been approved by the district, violation of district network security, hardware damage/vandalism, etc.) is prohibited.	
Grades	First Incident	Second Incident	Third-Incident
K-2	*Notification of parent(s) or guardian(s)		*Referral to building resource; loss or restriction of technology use
3-5	*Notification of parent(s) or guardian(s)	*Loss or restriction of technology use	Loss or restriction of technology use; consideration for 1 day suspension and intervention

6-12	Student conference; loss or restriction of technology use; notification of parent(s) or guardian(s) and police or probation officer, if applicable; required restitution by parent(s) or guardian(s) and student; consideration for suspension and intervention	Loss or restriction of technology use; consideration for suspension and intervention; required restitution by parent(s) or guardian(s) and student	Consideration for expulsion
DISRUPTIVE/DISORDERLY CONDUCT AND INSUBORDINATION		<p>A student shall not participate in actions, on or off campus, that interfere with the rights of others to an education, instruction, and/or with the effective operations of the school. Such actions include but are not limited to:</p> <p>Disruption: Any behavior that significantly interrupts the education, instruction or effective operations of the school and or classroom (and is not better coded as another behavior).</p> <p>Some examples of disruptive behavior include: Offensive language or gestures, profanity, explosive outbursts or rage. Leaving the classroom without permission or school grounds without proper authorization. Consensual intimate sexual behaviors. Distributing unauthorized materials on school property. Play-fighting, which can appear real and/or alarm students and staff and/or lead to real conflicts or injuries.</p> <p>Insubordination: Persistent refusal to follow school rules or regulations, persistent refusal to follow directions given by a staff member or persistent confrontational and aggressive arguing with a staff member.</p>	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		*Referral to building resources
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources	1-2 day(s) suspension and intervention
6-12	Student conference; Consideration for notification of parent(s) or guardian(s); Consideration for 1-10 day(s) suspension and intervention; Consideration of expulsion		
GAMBLING		A student shall not gamble in any form on school grounds or at any school-related activity.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		*Referral to building resources
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources	1-2 day(s) suspension and intervention
6-12	Student conference; consideration for notification of parent(s) or guardian(s).	Notification of parents; consideration for 1-3 day(s) suspension and intervention; consideration for notification of police or probation officer	Consideration for 3-5 days suspension and intervention
MOTOR VEHICLE INFRACTIONS		<ol style="list-style-type: none"> 1. Parking - A student shall not park in an unauthorized area on school property or park on school property without a valid school permit, or violate any school district policy with his/her vehicle. 2. Reckless or Careless Driving - A student shall not drive on or near school property in such a manner as to endanger persons or property. 3. Student vehicles may not display or promote illegal activities or substances. This includes any symbols or graphics that are affiliated with hate groups (Example: confederate flag or swastika). 	
Grades	First Incident	Second Incident	Third Incident
9-12	Parking ticket; consideration for loss of parking privileges and towing at owner's expense; consideration for suspension and intervention; consideration for notification of police and parent(s) or guardian(s)		

OVER THE COUNTER MEDICATIONS AGAINST SCHOOL POLICY		Refer to Regulation 6180R – Procedures of Administration of Medication During the School Day.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)	* Referral to building resources	
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources	1-2 day(s) suspension and intervention
6-12	Student conference; notification of parent(s) or guardian(s); consideration for 1-3 day(s) suspension and intervention Note: The school may revoke a student's privilege to possess and use non-prescription pain relievers if the school determines that the student is abusing the privilege	3-5 days suspension and intervention; consideration for expulsion	
RECORD AND IDENTIFICATION FALSIFICATION		A student shall not falsify signatures or data, refuse to give proper identification, give false identification when requested to do so by a staff member, or give a false name or date of birth to police.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		*Referral to building resources
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources	1-2 day(s) suspension and intervention
6-12	Student conference; notification of parent(s) or guardian(s); consideration for notification of police; detention/Saturday School, or other school consequence		
TOBACCO		<p>Smoking and the use of tobacco products or tobacco related devices including electronic cigarettes shall be prohibited on school district facilities. School district facilities include school buildings, school grounds, school owned and leased vehicles, and sites leased by the school district. No one will use tobacco products or tobacco related devices while in or on school district facilities. In addition, it is prohibited to have tobacco products or tobacco related devices in public sight while in or on school district facilities.</p> <p>Exception - (MN Statue 144.4169) It shall not be a violation of this policy for an American Indian adult to light tobacco in a public school as part of a traditional Indian spiritual or cultural ceremony, or to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support.</p> <p>It shall not be a violation of this policy for an American Indian student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of the student's parent or guardian and with written or verbal notice to the site administrator or principal.</p>	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		*Referral to building resources
3-5	*Notification of parent(s) or guardian(s)	1-2 day(s) suspension and intervention	1-3 day(s) suspension and intervention; notification of police
6-12	Mandatory notification of police; student conference; notification of parent(s) or guardian(s); tobacco ticket	1 day suspension and intervention	1-3 day(s) suspension and intervention
TRANSPORTATION/BUS ISSUES		<p>Consequences for school bus/bus stop misconduct apply to all routes. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extra-curricular events (i.e., field trips or competitions) will be the sole discretion of the School District. Parents or guardians will be notified of any suspension of bus privileges. This is a general guideline and based on the severity of the incident may further restrict student's privilege of riding the bus. Assigned seating may be used at the full discretion of the driver or school</p>	

			administration. Refusal to comply with assigned seating may result in immediate loss of riding privileges. Depending on severity, a student not receiving a bus referral for 3+ months will start over with incidents. See Policy 3160-Student Transportation.		
Grades	First Incident	Second Incident	Third Incident	Fourth Incident	Further Incident
K-12	Verbal warning to student by the driver	Written warning to student and parent/guardian from the driver and building administration; may include meeting with student, driver, parent and administration	Possible but not limited to: - Lunch or after school detention - <u>Up to</u> 5 days suspension from the bus; suspension from riding the bus may require a parent/student meeting to return to full bus privileges	Possible: - Lunch or after school detention - Suspension and intervention - Up to 10 days suspension from the bus; parent/student meeting required to reinstate bus privileges	Individually considered. Students may be suspended for longer periods of time, up to and including the remainder of the school year. Serious misconduct may result in police action.
TRESPASSING			A student shall not be physically present in a school building without permission, after being requested to leave by a school official, or after suspension or expulsion.		
Grades	First Incident	Second Incident	Third Incident		
K-2	*Notification of parent(s) or guardian(s)			*Referral to building resources	
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources		1-2 day(s) suspension and intervention	
6-12	Student conference; notification of parent(s) or guardian(s) and police; consideration for 1-2 day(s) suspension and intervention	Consideration for 1-3 day(s) suspension and intervention		Consideration for 3-5 days suspension and intervention	
<u>LEVEL 3</u>					
Behavior that may be illegal, disrupts the educational environment, student learning or staff working with significant risk of/harm to self or others.					
<ul style="list-style-type: none">• Staff observe behavior, gain assistance, de-escalate the situation, ensure separation and safety, write office referral and use support intervention and/or restorative practice intervention as needed.• OSS, if used, is for the purpose of safety and intervention planning.					
ALCOHOL			A student shall not possess, use, transmit, or be under the influence of alcoholic beverages of any kind: <ul style="list-style-type: none">• On school grounds immediately before, during, or after school hours.• On school grounds at any time when the school is being used by any school group.• Off school grounds at a school activity, function, or event.• On any district-provided transportation. In a school zone as defined by Minnesota Statutes.		
Grades	First Incident	Second Incident	Third Incident		
K-2	*IIU Report; referral to building resources				
3-5	*IIU Report; referral to building resources	Referral to building resources; notification of police		1 day suspension and intervention	
6-12	Notification of parent(s) or guardian(s); notification of police or probation officer; 1 day suspension with consideration of 2-3 days suspension and intervention	1-3 day(s) suspension and intervention		3-5 days suspension and intervention; consideration for expulsion (fourth incident)	

ASSAULT		"Assault" is acting to cause fear in another of immediate bodily harm or death or intentionally inflicting or attempting to inflict bodily harm upon another.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s); 1-2 day(s) suspension and intervention	*1 day suspension and intervention	*1 day suspension and intervention; referral to building resources
3-5	*Notification of parent(s) or guardian(s); 1-2 day(s) suspension and intervention	*1 day suspension and intervention	1 day suspension and intervention; referral to building resources
6-12	Notification of parent(s) or guardian(s) and police or probation officer; 1-3 day(s) suspension and intervention	Notification of parent(s) or guardian(s) and police or probation officer, if applicable; 3-5 days suspension and intervention	Notification of parent(s) or guardian(s) and police or probation officer, if applicable; 3-5 days suspension and intervention; consideration for expulsion
BULLYING		<p>Bullying means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:</p> <ul style="list-style-type: none"> • There is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the behavior and • The conduct is repeated or forms a pattern; or • The conduct materially and substantially interferes with a student's educational opportunities, performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. <p>Note: Bullying and conflicts are different. Conflicts are to disagree, argue, or fight. Conflicts have an increased balance of power, are usually spontaneous, and mutual. See the Bullying Prohibition Policy 514 for further information.</p>	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		
3-5	*Notification of parent(s) or guardian(s)	1 day suspension and intervention; referral to building resources	1-3 day(s) suspension and intervention
6-12	Student conference; notification of parent(s) or guardian(s); consideration for 1 day suspension and intervention; conference with parent(s) or guardian(s) if suspended	1-3 day(s) suspension and intervention	3-5 days suspension and intervention; consideration for expulsion
CONTROLLED SUBSTANCE (Prescription)		<p>A student shall not possess, use, transmit or be under the influence of a controlled substance that is not prescribed to the student by a licensed health care professional:</p> <ul style="list-style-type: none"> • In a school zone as defined by Minnesota Statutes immediately before, during, or after school hours. • On school grounds at any time when the school is being used by any school group. • Off school grounds at a school activity, function, or event. • On any district-provided transportation. <p>Refer to Regulation 6180R – Procedures of Administration of Medication During the School Day.</p>	
Grades	First Incident	Second Incident	Third Incident
K-2	Notification of parent(s) or guardian(s); County IIU Referral		
3-5	Notification of parent(s) or guardian(s); County IIU Referral	*Referral to building resources; 1 day suspension and intervention	1-3 day(s) suspension and intervention
6-12	Notification of parent(s) or guardian(s); 1-3 day(s) suspension and intervention; referral to building resources; mandatory notification of police; consideration for expulsion. NOTE: Students who sell or deal controlled substances on school premises may be subject to expulsion on the first incident.	3 days suspension and intervention; referral to building resources; consideration for expulsion	5 days suspension and intervention; consideration for expulsion

CYBER BULLYING		Cyber Bullying means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data – including a post on a social network, website, or forum – that is transmitted through a computer, cell phone, or other electronic device. See “Bullying” violation or for bullying definition the Bullying Prohibition Policy 514 for further information.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		
3-5	*Notification of parent(s) or guardian(s)	1 day suspension; referral to building resources	1-3 day(s) suspension and intervention
6-12	Student conference; notification of parent(s) or guardian(s); consideration for 1 day suspension and intervention	1-3 day(s) suspension and intervention	5 days suspension and intervention; consideration for expulsion
EXTORTION		A student shall not obtain property from another by verbal intimidation.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		
3-5	*Notification of parent(s) or guardian(s)	Consideration for 1-2 day(s) suspension and intervention; referral to building resources	1-3 day(s) suspension and intervention
6-12	Notification of parent(s) or guardian(s) and police or probation officer, if applicable; consideration for 1-3 day(s) suspension and intervention	Consideration for 3-5 days suspension and intervention	Consideration for 3-5 days suspension and intervention; consideration for expulsion
FIGHTING		“Fighting” is mutual combat in which both parties have contributed to the situation by verbal and/or physical action.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s); 1-2 day(s) suspension and intervention	*1-3 day(s) suspension and intervention	*Referral to social worker; 1-3 day(s) suspension and intervention
3-5	*Notification of parent(s) or guardian(s); 1-2 day(s) suspension and intervention	*1-3 day(s) suspension and intervention	
6-12	Notification of parent(s) or guardian(s) and police or probation officer, if applicable; 1-3 day(s) suspension and intervention	3-5 days suspension and intervention	3-5 days suspension and intervention; consideration for expulsion
GANG ACTIVITY		Gang activity is strictly prohibited. A “gang” is herein identified as any group that participates in disruptive, intimidating, illegal, and/or violent activities as defined in this policy. This includes gang symbols, gestures, and attire.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		
3-5	*Notification of parent(s) or guardian(s)	*Referral to social worker	
6-12	Student conference; notification of parent(s) or guardian(s) and police or probation officer; consideration for 1-3 day(s) suspension and intervention	1-3 day(s) suspension and intervention	3 days suspension and intervention NOTE: Repeated incidents involving assault, intimidation, or other illegal activity may result in recommendation for expulsion.

HARASSMENT		<p>Physical or verbal conduct that: Has the purpose or effect of creating an intimidating, hostile, or offensive work, business, or academic environment. Or, has the purpose or effect of substantially interfering with an individual's work, business, or academic performance.</p> <p>Harassment may be sexual, related to "protected groups" (Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any and All Other Protected Groups as identified by state and/or federal statute) or general.</p> <p>Refer to Policy 413 and Regulation 413R Prohibiting Harassment and Violence for further information.</p>	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)	*Consideration for 1-2 day(s) suspension and intervention; referral to social worker	1-3 day(s) suspension and intervention
3-5	*Notification of parent(s) or guardian(s)	*Consideration for 1-2 day(s) suspension and intervention; referral to social school worker	1-3 day(s) suspension and intervention
6-12	Student conference; notification of parent(s) or guardian(s); consideration for 1 day suspension and intervention; consideration for filing a complaint with ISD 709 Human Resources	Consideration for 1-3 day(s) suspension and intervention; mandatory filing of a complaint with ISD 709 Human Resources	Consideration for 3-5 days suspension and intervention
HAZING		<p>"Hazing" means committing an act against a student or coercing a student into committing an act that creates a substantial risk of harm to a person in order for the student to be initiated into or affiliated with a student organization. "Student organization" means a group, club, or organization having students as its primary members or participants. Hazing may be reported to any staff member or administrator. Refer to Policy 5083 Hazing Prohibition.</p>	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)	*Referral to building resources	
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources	
6-12	Student conference; notification of parent(s) or guardian(s); consideration for 1-3 day(s) suspension and intervention	Consideration for 3-5 days suspension and intervention	Consideration for 5 days suspension and intervention
ILLEGAL DRUG		<p>A student shall not possess, use, transmit, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, intoxicants of any kind, look-alike drugs, or substances that may have the appearance of an illegal substance, such as catnip, oregano, flour, saccharin, or other items or paraphernalia:</p> <ul style="list-style-type: none"> • On school grounds immediately before, during, or after school hours. • On school grounds at any time when the school is being used by any school group. • Off school grounds at a school activity, function, or event. • On any district-provided transportation. • In a school zone as defined by Minnesota Statutes. 	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s); referral to building resources	* Referral to building resources	

3-5	*Notification of parent(s) or guardian(s); referral to building resources	*Referral to building resources	1-2 day(s) suspension and intervention
6-12	Notification of parent(s) or guardian(s); consideration for 1-3 day(s) suspension and intervention; referral to building resources; notification of police. NOTE: Students who sell or deal controlled substances on school premises may be subject to expulsion on the first incident.	1-3 day(s) suspension and intervention; referral to building resources	3-5 day suspension and intervention; consideration for expulsion
INTIMIDATION/THREAT		<p>A student shall not use words or gestures to intimidate or incite fear in another person.</p> <p>Note: Differentiate from harassment with consideration of any sexual comments or behavior and/or inclusion or perceived inclusion in any "protected group".</p> <p>Note: As with all investigations regarding student behavior, include contextual factors and cultural considerations in the investigation, determination and resolution of any potential threat or act of intimidation.</p>	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		*Referral to building resources
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources same/next day dismissal	1-3 day(s) suspension and intervention
6-12	Notification of parent(s) or guardian(s), notification of police or probation officer; consideration for 1-3 day(s) suspension and intervention	3 days suspension and intervention	5 days suspension and intervention; consideration for expulsion
VERBAL ABUSE		<p>A student shall not engage in name calling, insults, or otherwise obscene or harmful language/comments directed at someone or a group of people.</p> <p>Note: Need to differentiate from threats, bullying, harassment, and disruption/insubordination.</p>	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		
3-5	*Notification of parent(s) or guardian(s)	Referral to building resources; 1-2 day(s) suspension and intervention	1-3 day(s) suspension and intervention
6-12	Parent(s) or guardian(s) conference; consideration for one (1) day suspension and intervention. Note: Engaging in obscene or abusive language directed towards a staff member will result in automatic mandatory suspension and intervention	2 days suspension and intervention	3 days suspension and intervention

PHOTOGRAPHIC OR RECORDING DEVICE MISUSE		Use of any photographic or recording device, film camera, digital camera, cell phone camera and video camera that impinges upon the rights of others is prohibited. Use of device that incites or encourages violence is prohibited. This prohibition includes the distribution of a picture(s)/recording that impinges upon the personal privacy of another. Also included is the creation, possession, or dissemination of sexually explicit images, videos, text messages or emails, usually by digital medium. Receipt of inappropriate data should be reported to Administration immediately. Use of any device in a school locker room, school bathroom or elsewhere in a way that violates the personal privacy of the individual may result in the immediate initiation of the expulsion process dependent upon severity of violation. Upon investigation by administration evidence may be reported to law enforcement and/or St. Louis County Initial Intervention Unit (IIU).	
Grades	First Incident	Second Incident	Third Incident
K-5	*Notification of parent(s) or guardian(s)	Consideration for 1 day suspension and intervention	Consideration for 1-3 day(s) suspension and intervention
6-8	Notification of parent(s) or guardian(s) and/or consideration for 1 day suspension and intervention	Consideration for 1-3 day(s) suspension and intervention	Consideration for 3-5 days suspension and intervention; Consideration for expulsion
9-12	Notification of parent(s) or guardian(s) and/or consideration for 1 day suspension and intervention	Consideration for 3-5 days suspension and intervention	Consideration for 5 days suspension and intervention; Consideration for expulsion
PYROTECHNICS		A student shall not possess or detonate fireworks.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)	*Referral to building resources	1-2 day(s) suspension and intervention
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources	1-2 day(s) suspension and intervention
6-12	Notification of parent(s) or guardian(s); consideration for 1-3 day(s) suspension and intervention	1-3 day(s) suspension and intervention; consideration for expulsion	3-5 days suspension and intervention; consideration for expulsion
THEFT		A student shall not intentionally take, use, transfer, conceal, or retain possession of personal property of another without the other's consent and with intent to deprive the owner permanently of possession of the personal property.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		*Referral to building resources
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources; 1-2 day(s) suspension and intervention	1-3 day(s) suspension and intervention
6-12	Notification of parent(s) or guardian(s) and police, or probation officer, if applicable; required restitution by parent(s) or guardian(s) and student; consideration for 1-3 day(s) suspension and intervention. Note: Simple Theft: Items valued at less than \$20; notification of parent(s) or guardian(s)	3 days suspension and intervention; required restitution by parent(s) or guardian(s) and student; consideration for expulsion	3-5 days suspension and intervention; required restitution by parent(s) or guardian(s) and student; consideration for expulsion

VANDALISM/PROPERTY RELATED		1. A student shall not willfully cut, deface, or otherwise damage in any way any property, real or personal. This includes school busses. 2. A fee will be charged for lost or destroyed textbooks, workbooks, library books or other school property.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s); restitution required		*Referral to building resources
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources; 1-2 day(s) suspension and intervention	1-3 day(s) suspension and intervention
6-12	Required restitution by parent(s) or guardian(s) and student for damages and related fees; consideration of notification of police; 1-3 day(s) suspension and intervention	Required restitution by parent(s) or guardian(s) and student for damages and related fees; consideration of notification of police; 3-5 days suspension and intervention	Required restitution by parent(s) or guardian(s) and student for damages and related fees; consideration of notification of police; 5 days suspension and intervention
<u>LEVEL 4</u>			
Behavior that is considered illegal or disrupts the educational environment, student learning, or staff working with risk of/severe harm to self or others.			
<ul style="list-style-type: none"> Staff observe behavior, gain assistance, de-escalate the situation, ensure separation and safety, contact support staff and/or authorities, write office referral and use support intervention and/or restorative practice intervention as needed. OSS is used for the purpose of safety and intervention planning. Consider expulsion. 			
ARSON		1. "Arson" is the intent or intentional destruction of or damage to any school building, school or personal property, injury to persons by means of fire or explosives. This includes all behaviors within the 'school zone' on school-sponsored/supervised activities. 2. Failure to exercise ordinary caution resulting in fire within any area identified in #1 above, damage to school or personal property, or injury to person(s). 3. False alarm or tampering with any part of a fire suppression system (including, but not limited to sprinklers, fire alarms, smoke detectors, fire extinguishers, or any other part of the fire suppression system). Giving a false alarm (police, fire, ambulance, 911) or tampering or interfering with any fire alarm system. 4. Matches, lighters, and other fire starting materials are not allowed on school premises.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s); IIU Report; referral to building resources	*1 day suspension and intervention	*3 days suspension and intervention
3-5	*Notification of parent(s) or guardian(s); IIU Report; referral to building resources	*1 day suspension and intervention	*3 days suspension and intervention
6-12	Mandatory notification of police and Fire Marshall, referral for F.I.R.S.T. Program attendance, notification of parent(s) or guardian(s), restitution if damage occurred; confiscation of materials; 3 days suspension and intervention; consideration for expulsion	3-5 days suspension and intervention; consideration for expulsion	

AGGRAVATED ASSAULT		“Aggravated assault” is committing an assault upon another person with a dangerous weapon or an assault that inflicts great bodily harm upon another person. (In cases involving harassment, as defined in the Harassment Policy, a district specialist will be consulted.)	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)	* Referral to building resources	
3-5	*Notification of parent(s) or guardian(s)	* Referral to building resources	1-2 day(s) suspension and intervention
6-12	Notification of parent(s) or guardian(s); police or probation officer; 3-5 days suspension and intervention; consideration for expulsion depending on the severity of assault and past infractions		
BOMB		A student shall not possess or commit crimes of violence using explosive devices including, but not limited to, bombs, grenades, rockets and mines. This also means devices that produce a chemical reaction that result in destruction.	
Grades	First Incident	Second Incident	Third Incident
K-2	Notification of parent(s) or guardian(s)	* Referral to building resources	1-2 day(s) suspension and intervention
3-5	Notification of parent(s) or guardian(s)	* Referral to building resources	1-2 day(s) suspension and intervention
6-12	Notification of parent(s) or guardian(s); up to 5 days suspension and intervention; consideration for expulsion; mandatory notification of police or probation officer, if applicable	Consideration for expulsion	
BOMB THREAT		A student shall not threaten directly or indirectly, to commit any crime of violence with purpose to cause an emergency response of a school building or grounds or a school-related activity.	
Grades	First Incident	Second Incident	Third Incident
K-2	Notification of parent(s) or guardian(s); referral to building resources	1 day suspension and intervention	Notification of police; 1-3 day(s) suspension and intervention; referral to building resources
3-5	Notification of parent(s) or guardian(s); referral to building resources; 1 day suspension and intervention	1-3 day(s) suspension and intervention; referral to building resources	Police notification; 3-5 days suspension and intervention
6-12	Notification of parent(s) or guardians(s); 3-5 days suspension and intervention; consideration for expulsion; mandatory notification of police. Note: A plan for readmission must be developed, which may include a risk assessment if the student is to return to school.		
SEXUAL ASSAULT		“Sexual Assault” means “sexual contact” or “sexual penetration” without “consent,” as those terms are defined in Minnesota Statutes Section 609.341.	
Grades	First Incident	Second Incident	Third Incident
K-2	* Notification of parent(s) or guardian(s)		* Referral to building resources
3-5	Notification of parent(s) or guardian(s) and police; Consideration of 1-10 day(s) suspension and intervention; Consideration for expulsion		
6-12	Notification of parent(s) or guardian(s) and police; Consideration of 1-10 day(s) suspension and intervention; Consideration for expulsion		
HOMICIDE		A student shall not commit homicide, which means the killing of one human being by the act, procurement, or omission of another.	
Grades	First Incident	Second Incident	Third Incident
K-2	Mandatory notification of police; move for expulsion		
3-5	Mandatory notification of police; move for expulsion		
6-12	Mandatory notification of police; move for expulsion		

ROBBERY		A student shall not obtain property from another by use of force or threat of force.	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)		*Referral to building resources
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources; 1-2 day(s) suspension and intervention	1-3 day(s) suspension and intervention
6-12	Notification of parent(s) or guardian(s) and police or probation officer, if applicable; consideration for 1-3 day(s) suspension and intervention, required restitution by parent	3-5 days suspension and intervention	Consideration for expulsion
TERRORISTIC THREATS		A student shall not threaten to commit any crime of violence with the purpose to terrorize another person(s).	
Grades	First Incident	Second Incident	Third Incident
K-2	*Notification of parent(s) or guardian(s)	*Referral to building resources	*1-2 day(s) suspension and intervention
3-5	*Notification of parent(s) or guardian(s)	*Referral to building resources; 1-2 day(s) suspension and intervention	1-3 day(s) suspension and intervention
6-12	Notification of parent(s) or guardians(s) and police; 3-5 days suspension and intervention; consideration for expulsion Note: A plan for readmission must be developed, which may include a risk assessment if the student is to return to school.		
WEAPON		<p>"Dangerous weapon" means any firearm, whether loaded or unloaded, knives, stun guns, martial arts instruments, mace, any device designed as a weapon, or any other device or instrument which in the manner it is used or intended to be used is likely to produce death or great bodily harm. This includes any look-alike object that may have the appearance of a weapon or dangerous instrument. A student shall not knowingly possess, store, handle, transmit, use, or encourage or aid any other student to possess, store, handle, or transmit these weapons in:</p> <ul style="list-style-type: none"> • Any school building. • On any school premises. • On any school-provided transportation. • Off the school grounds at any school-related activity, event, or function. • In a school zone as defined by Minnesota Statutes. 	
Grades	First Incident	Second Incident	Third Incident
K-12	<p>Mandatory notification of police or probation officer, if applicable; notification of parent(s) or guardian(s); consideration for 1-5 day(s) suspension and intervention; confiscation of weapon by building administration; consideration for expulsion.</p> <p>Note: A School Board must expel for a period of at least one school year a student who is determined to have brought a firearm to school. For the purpose of this section, firearm is defined in United States Code, Title 18, Section 921.</p>		

*Indicates Disciplinary action assigned by building administrator.

Definitions of Interventions and Disciplinary Actions

Message from the Community and District Leadership Committee:

Our Community and District Leadership Team on Use of Suspension and Disproportionality in Suspension is sharing the following beliefs on “interventions”. Preventing incidents is of course preferable to needing to resolve them. To this end, the committee wants to reinforce the importance of educators getting to know students, noticing signs of agitation, and intervening prior to incidents occurring. When suspension is used, it needs to be paired with an intervention. Interventions work best when they take into consideration the student’s culture, the context and function of the incident, are inclusive and supportive of families, and positive in nature. Positive interventions include but are not limited to; environmental modifications, teaching expectations and skills, redirection to positive behavior, developing or repairing relationships. It may be necessary to work with students 1 to 1, gain what they think they need, and involve all parties in resolving the situation and underlying issues. Helping a student identify a caring adult at school and providing regular check-ins or follow up after the incident is also important. Finally, when possible, it is important to invite involved staff to participate in the resolution, experience the repair of harm of the incident, and share messages of encouragement.

ANTECEDENT BASED & ENVIRONMENTAL INTERVENTIONS - Ways to change the environment that promote an increase of prosocial behaviors and simultaneously reduce the possibility of challenging behaviors to occur.

DETENTION - A student may be asked to come before school, stay in during lunch/recess, or remain after school by a teacher or principal for the purpose of correcting a violation. Any student who is instructed to report before or after school but is unable must obtain permission from the teacher or principal. Reasonable attempts will be made to contact parent(s) or guardian(s) prior to implementation.

EXPULSION OR EXCLUSION - “Expulsion” means a School Board action to prohibit an enrolled student from further attendance for up to twelve months from the date the student is expelled. “Exclusion” means an action taken by the School Board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. Expulsion and exclusion proceedings shall be in accordance with M.S. 121A.41, The Pupil Fair Dismissal Act. A School Board may expel for a period of at least one year a student who is determined to have brought a firearm to school. For the purposes of this section, a firearm is as defined in United States Code, Title 18, Section 921. In accordance with M.S. 121A.41, The Pupil Fair Dismissal Act, a student and his/her parent(s) or guardian(s) shall be served personally or by mail with notice of the expulsion hearing. The hearing will be held within ten days of service of the written note, unless continued pursuant to the statute. The recommendation of the hearing officer shall be made to the School Board within two days of the end of the hearing. The decision of the School Board shall be rendered at a special meeting within five days after receipt of the recommendation of the hearing officer. The student shall receive due process as set forth in M.S. 121A.41, The Pupil Fair Dismissal Act.

IN-SCHOOL SUSPENSION - An action by school administration where a child is temporarily removed from his or her regular classroom(s) but remains under the direct supervision of school personnel.

OFFICE INTERVENTION - Any disciplinary intervention resulting from a violation of district standards of conduct applied by building administration.

OUT-OF-SCHOOL SUSPENSION - An action by school administration prohibiting a student from attending school for a period of no more than 10 days. Each suspension action may include a re-entry meeting and readmission plan.

PARENT(S) OR GUARDIAN(S) CONFERENCE - A parent(s) or guardian(s) conference is required if a student has committed a serious rule violation or has been suspended out of school. If a parent or guardian is unable to be present, the principal shall contact the parent(s) or guardian(s).

REFERRAL TO SCHOOL BEHAVIOR TEAM OR CHILD STUDY TEAM - Schools use a multi-tiered system of support. Students can be referred to a small school team for academic or social-emotional-behavioral interventions. The process varies a bit at each school but includes a brief meeting, determining an intervention, trying it for approximately 30 school days, and reviewing outcomes.

REFERRAL TO COMMUNITY SERVICE(S) - School staff may work with parents or guardians to support the consideration of accessing community services. The process of helping a family connect to a community service, sharing information (with permission), or making introductions to a community service are all part of a “referral”.

REFERRAL TO JUVENILE AUTHORITIES - If a student’s behavior may be a violation of law, the principal or designated representative may contact juvenile authorities or police. If the officer indicates that he/she is arresting the student, with or without a warrant, he/she shall have complete jurisdiction and responsibility in the matter and the principal shall not interfere with the student’s removal from the building. The student will, in all cases, be accorded the rights of due process.

RESTORATIVE PRACTICES - Restorative practices are an approach used with students that promotes inclusivity of all through relationship-building and problem-solving. Methods such as circles, restorative chats, mediations and conferencing may be used to resolve issues or conflicts as they arise and to bring those harmed, those who harmed, and their supports together to address any wrongdoings. Through this process, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm. Unlike punishment, when using restorative practices we attempt to resolve issues “with” students rather than doing something “to” them or “for” them.

RISK SCREENING & REFERRAL FOR ASSESSMENT - Students deemed to be a threat to themselves and/or others may be asked to undergo a risk screening and/or formal risk assessment by a district approved mental health professional before being readmitted to school.

REFERRAL TO BUILDING AND DISTRICT RESOURCES - Referral to building and district resources is to be made by school personnel, parent(s) or guardian(s), or community agencies. The parent(s) or guardian(s) shall be consulted if any special services are to be made available to a student. Reasonable attempts will be made to contact parent(s) or guardian(s) regarding referrals to building and district resources.

REMOVAL FROM CLASS - All students have the right to learn and teachers the right to teach. Disruption to the learning process may result in the loss of privilege to remain in the class. This removal is limited to a reasonable time-frame to be reinstated upon an agreed solution with the instructor and principal as necessary. Students shall be allowed the privilege of making up daily work, including tests and final exams, upon their return to class. Removal from class or dismissal for the day of students with disabilities is also governed by the Individuals with Disabilities Education Act, M.S. 125A.03, and Minnesota Rules. See the section of this policy entitled “Students with Disabilities.”

TEACH / RETEACH / REINFORCE DESIRED SKILL OR BEHAVIOR - To identify and provide instruction of new skills or behaviors to replace challenging or harmful behaviors. New behaviors are most effective when considered “functional” and meet the same needs as the challenging or harmful behavior. Reinforcement of a desired skill or behavior is anything that comes after the behavior that makes it more likely to be used again. Reinforcement may be a tangible item or activity, verbal or non-verbal recognition, the experience of learning something new, or simply meeting the initial need.

TIER 2 FUNCTIONAL BEHAVIOR ANALYSIS AND BEHAVIOR SUPPORT PLAN - An attempt to determine the function or purpose of a behavior through interviews, review of available information and data, and maybe observation. The idea is to then create a plan to support desired behaviors that meet the same needs in a more prosocial manner.

ADDITIONAL INFORMATION:

INFORMATION AND REVIEW PROCESS – Students, parent(s) or guardian(s) who wish to discuss concerns or review disciplinary actions, except for expulsion or suspension, may request a conference with school personnel. It is recommended that conferences occur between personnel closest to the concern and be solution-based toward district aims and vision.

SCHOOL ZONE - Students are subject to all school disciplinary actions or violations while in a school zone. A school zone is defined as an area that begins at the boundaries of the school property and extends three hundred feet from that point, or one city block, whichever is greater. This zone includes school bus stops and the area within a school bus being used to transport one or more elementary or secondary school students. This zone also includes district contract parking.

STUDENT CONFERENCE - Depending on the violation and the seriousness of the action, a student may meet with the principal and/or a teacher to discuss the incident. During this conference, students may be asked to formulate a plan which addresses their behavior and a commitment to solutions for improvement.

Roles and Responsibilities

THE DULUTH SCHOOL BOARD shall carry out the educational requirements as expressed in law and formulate and adopt policies for the organization, management, and control of the school system, including policies applicable to its operation. The board, acting through the superintendent of schools, is responsible for the supervision of the behavior of students while legally under the supervision of the school.

THE SUPERINTENDENT OF SCHOOLS shall establish all necessary procedures, rules, and regulations to make effective the School Board policies relating to the standards of student behavior and shall be responsible to the board for discipline in the ISD 709 public schools.

THE ASSISTANT SUPERINTENDENT OF SCHOOLS shall be responsible to the superintendent and shall implement all necessary procedures, rules, and regulations to make effective the School Board policies relating to standards of student behavior in the schools and data collection regarding student behavior in the schools.

PARENT(S) OR GUARDIAN(S) have the legal responsibility for the behavior of their children as determined by law and community practice.

- Parent(s) or guardian(s) are expected to exercise required controls so that the student's behavior will be conducive to the development of self-discipline and will not be disruptive to the school's education program.
- Parent(s) or guardian(s) shall provide the school with information on how they may be contacted.
- Partnership between parent(s) or guardian(s) and school is essential in assisting students to work to the best of their ability and achieve a good school experience.
- Parent(s) or guardian(s) have a responsibility to help maintain communication with the school by participating in school community activities such as Parent-Teacher-Student Association (PTSA) meetings, attending scheduled individual conferences, and bringing matters of concern to the attention of the principal or faculty.
- Parent(s) or guardian(s) should report to school staff any information they have concerning illegal activities or any violations of school rules that threaten the health, safety, or property of others.

THE SCHOOL PRINCIPAL including both the principal and assistant principal(s) shall be responsible to the assistant superintendent of schools in implementing all necessary procedures, rules, and regulations to make effective the School Board policies relating to the standards of student behavior, and:

- Shall have the responsibility and the authority to formulate school expectations and regulations not in conflict with School Board policies relating to standards of student behavior and data collection regarding student behavior in the schools.
- Shall be responsible for disseminating the expectations and regulations currently in effect for the school to all faculty, students, parents / guardians, and interested community groups at the beginning of each school year, and to each new student upon registration.
- Has the authority to impose suspensions and/or recommend to the superintendent of schools the exclusion or expulsion of a student consistent with the guidelines of M.S. 121A.41, The Pupil Fair Dismissal Act, for violation of law or failure to comply with school regulations.

THE TEACHING STAFF has the responsibility/authority to:

- Make clear what standards of student behavior are required by the teacher. A copy of the teacher's expectations of acceptable behavior shall be posted in the teacher's classroom. These rules shall be consistent with district policy.
- Report any violations of the district and/or building discipline policy to the principal.
- Manage classroom privileges.
- Assign school classroom learning activities.
- Request a parent(s) or guardian(s) conference.
- Refer learning challenges to the building principal or for students with disabilities, to the Individual Education Plan (IEP) manager.
- Use reasonable measures as may be necessary to ensure an appropriate learning culture in the classroom, school, and on school grounds.

- Confront inappropriate behavior and respond pursuant to the ISD 709 Student Discipline Policy.

OTHER SCHOOL DISTRICT PERSONNEL

STAFF shall be responsible to the principal for implementing all necessary procedures, rules, and regulations to make effective the School Board policies relating to the standards of student behavior.

- When a staff member's efforts to solve a behavior problem are unsuccessful, the student shall be referred to the principal, who has the responsibility and authority to use such measures as may be necessary to maintain control within the classroom, school building, and on school property.
- All employees are expected to participate directly in the supervision and guidance of the behavior of all students within their scope of authority and responsibility. Principals will notify all personnel (including custodians, para-professionals, cafeteria personnel, and clerical staff) of their authority and responsibilities relating to student behavior.
- Staff is expected to deal with students in a fair, firm, and consistent fashion. It shall be the responsibility of the principal to assist all concerned parties with this task.

MEMBERS OF THE COMMUNITY are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

ALL STUDENTS shall be held individually responsible for their behavior and for knowing and obeying the district and building discipline policies.

THE SCHOOL RESOURCE OFFICER (SRO) is a police officer employed by the Duluth Police Department, not an employee of ISD 709. The officer is a resource to the school principal, staff, parent(s) or guardian(s), and students, and is available to talk to students about personal matters. When assisting the school in investigations initiated and conducted by the school district, the resource officer may speak with students who are victims, witnesses, and suspects. In such cases, questioning should take place in the presence of the school principal or designee, and the school will attempt to notify the student's parent(s) or guardian(s) if the student's actions could result in criminal charges.

District Policies

102 - Equal Educational Opportunity - The focus of the School District is on the learner/student. His/her educational development is the central concern and purpose of the School Board's policies and regulations. Each young person shall be given equal opportunity such that his/her development to the fullest can be achieved. The School Board will attempt to erase any limitations of facilities that may stand in the way of serving all citizens of the School District.

413 - Prohibiting Harassment, Violence, and Bullying/413R – Independent School District 709 (ISD 709) is committed to creating and maintaining a learning and working environment where all individuals are treated with respect and dignity. Every individual has the right to learn/work in an environment free of harassment and violence.

501 - School Weapons Policy - The purpose of this policy is to assure a safe school environment for students, staff and the public.

503 - Attendance - The School Board believes that regular school attendance is directly related to success in academic work. Absences, whether excused or unexcused, are detrimental to the learning process. Work made up outside of class is not as effective as the actual classroom experience. Furthermore, excessive absences, as defined below, may result in loss of credit. Such experiences as class discussion and student-teacher interaction are difficult to replicate outside the classroom or at a later time. In addition, regular attendance develops habits of dependability important to the future of the student.

503R - Attendance Regulation - Administration and staff will inform parents of the options available to them to excuse their child from school when necessary.

510 - School Activities - School activities provide additional opportunities for students to pursue special interests that contribute to their physical, mental, and emotional well-being. They are of secondary importance in relationship to the formal instructional program; however, they complement the instructional program and are integral in providing students with additional opportunities for growth and development. Every effort should be made to encourage participation of all students.

514 – Bullying Prohibition Policy - The purpose of this policy is to prohibit bullying behavior and assist the Duluth School District in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

521 - Student Disability Non-discrimination - The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need special services, accommodations, or programs in order that such learners may receive a free, appropriate public education.

533 - Wellness Policy - This policy ensures a school environment that promotes and protects students' health, well-being, and ability to learn by supporting healthy eating and physical activity.

1080 - Visits to Schools (and Sites) - Members of the community and other interested persons are welcome and encouraged to visit the schools. Both visitors and school personnel will make every effort to ensure that school visits will enhance the effect of the educational program. All school visitors, community persons, and/or School District staff are expected to identify themselves at the principal's office before visiting elsewhere in the building. All community visitors will be accompanied by the principal or by the principal's designee. Neither teachers nor students will be interviewed, questioned, or solicited by visitors without the permission of the principal.

1140 – Tobacco-Free School - The School Board has a responsibility to promote a safe and healthy environment for students, staff, and community members. Tobacco use is identified as a major health risk for both the users and the non-users. It is the intention of the School Board to provide school district sites that are tobacco-free and consistent with the messages of health education programs. The School Board believes this policy decision regarding tobacco accommodates the concerns expressed by parents, students, and community officials.

For the purpose of this policy, the terms "tobacco" and "tobacco related devices" shall have the meanings given them in Section 609.685 of the Minnesota Statutes, and as state statutes, may be amended by legislative action. Tobacco related devices include electronic cigarettes, electronic cigars, electronic pipes, or any other like products. Electronic cigarettes are defined as any electronic smoking device that can be used to deliver nicotine or any other substance to the person inhaling from the device.

Exception - (MN Statue 144.4169) It shall not be a violation of this policy for an American Indian adult to light tobacco in a public school as part of a traditional Indian spiritual or cultural ceremony, or to carry loose tobacco in a tobacco pouch intended for spiritual or cultural

ceremonial support. It shall not be a violation of this policy for an American Indian student to carry loose tobacco in a tobacco pouch intended for spiritual or cultural ceremonial support with the permission of the student's parent or guardian and with written or verbal notice to the site administrator or principal.

1155 - Police Department Relationship - The purpose of this policy is to clarify the responsibility of the principal when police officers want to interrogate a pupil in the course of their investigation of a violation of the law or want to take a pupil into custody.

2035 - Police School Liaison (School Resource Officer SRO) - For the positions of Police-School Officers, when mutually agreed upon by the School District and the City of Duluth, the candidates shall be selected by the Chief of Police, recommended by the Superintendent of Schools, and approved by the School Board. The principal of the school affected will consult with the Superintendent regarding the recommendation. It must be understood by all parties involved in the selection process of Police-School Liaison Officers that the candidate must have a particular interest in and aptitude for working with children.

The schools have an obligation to cooperate with police officers in law enforcement and crime prevention. A cooperative climate shall be maintained between School District officials and law enforcement agencies. The schools also have an obligation to protect the legal rights of children who are in their charge.

3180 - Child Nutrition - The School District's purpose in having a Child Nutrition program is to make it a consideration for all students to have a nutritionally adequate lunch and, in selected situations, breakfast. Breakfast programs will be provided at school sites where experimental programs sustained a participation of at least twenty-five (25) students.

3187 - Use Policy for Internet Access/3187R - This policy sets forth guidelines for access to, as well as for acceptable and safe use of the School District's electronic technologies, and access to state statutes.

4040 - Safety of Students, Staff, and Public - Every reasonable precaution must be taken to protect the safety of students, employees, and other citizens present on School District property or at school approved events. It is the basic responsibility of all supervisory personnel to assure that safe conditions exist and that those who they supervise use safe practices for the conduct of their work. In addition, all students and employees shall adhere to Occupational Safety and Health Act Rules, Right-to-Know laws and rules, and other such safety regulations as may be promulgated from time to time by the Superintendent. The rules and regulations are to be on file in the School District's Department of Human and Community Resources and Relations.

5040 - Student Transfers/5040R - The intent of the 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. Each school year requires extensive advance planning relative to projected enrollments, curriculum offerings, and staffing for each building. Approval of transfers from one building to another will be limited to reasonable requests following designated timelines.

5060 - Collection, Maintenance, and Retention of Student Records and Information - Schools maintain extensive and intimate information about students and their families for legitimate educational purposes, including instructional, guidance, evaluation, and research. The collection and maintenance of information about students or their families constitutes an intrusion into their privacy.

*Note: Additional to District Policy 5060 above: Students are able to request updates to their student records in our "student records system". Updates may include student name, gender, pronouns, email and/or household relationships. Requests are made through the use of the [Student Records Update Form](#). This is not a legal name change and is not policy at this time.

5083 - Hazing Prohibition - The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

5085 - School Discipline - The School Board believes that a self-disciplined citizenry is essential for the maintenance of a free society. The rights of individual students shall be protected and each student shall be expected to respect the person and rights of all other students, teachers, and other school personnel. Efficient administration of student records is a fundamental responsibility of the School District.

5090 - Use of Cell Phones, Digital Imaging Devices, and Other Personal Electronics - The Duluth Public Schools holds high expectations for student behavior, academic integrity, and responsible use of existing and emerging technologies. Students who possess cell phones and other personal electronic devices at school or school-sponsored events shall demonstrate the greatest respect for the educational environment and for the rights and privacy of all individuals within the school community.

5100 Student Dress (Grooming Code) - The dress and grooming of students becomes the concern of the school if it causes disruption of the educational program or is offensive or inappropriate to others. Students should dress in a manner that takes into consideration the educational environment, safety, health and welfare of others.

5150 -Chemical Use, Abuse, and Dependency - The School Board recognizes the existence of conditions such as chemical use, abuse, and dependency which impede the educational process. Therefore, the School District shall assist in the prevention, identification, and response to chemical use problems in the early stages.

5165 - Distribution of Non-School Sponsored Materials on School Premises by Students and Employees - The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the School District.

6165 - Homework - The School Board is supportive of homework being assigned to students by their teachers as long as it can be considered to be of benefit to the individual student.

A full list of policies may be found at: www.isd709.org. District policies and regulations are subject to revision throughout the school year. Please refer to www.isd709.org for the most up-to-date information.

- [5015 – Age of Compulsory Attendance](#)
- [5020 – Re-Admission of Students from Correctional Institutions](#)
- [5022 – Staff Notification of Violent Students](#)
- [5030 – Student Attendance Accounting](#)
- [5035 – Non-Resident Enrollees](#)
- [5042 – Open Enrollment](#)
- [5045 – Foreign Exchange Students](#)
- [5055 – Reporting to Parents](#)
- [5060R – Collection, Maintenance, and Dissemination of Student Records and Information](#)
- [5060.2R – Rights of Students and Parents or Guardians Regarding Data Collection](#)
- [5060.3R – Transfer of Records and Release of Information](#)
- [5060.4R – Electronic Access to Student Information Regulation](#)
- [5065 – Awards for Achievement](#)
- [5070 – Graduation, Diplomas, and Certificates](#)
- [5075 – Area Learning Center](#)
- [5080 – Student Expression of Opinion](#)
- [5095 – Students Driving and Parking Vehicles at School](#)
- [5105 – Student-Generated School Funds](#)
- [5110 – Married Students, Pregnant Students](#)
- [5115 – Elementary School Grounds](#)
- [5120 – Emergency Procedures for Bodily Injuries](#)
- [5123 – Crisis Management](#)
- [5125 – Reporting Suspected Sexual Abuse, Physical Abuse, and Neglect-Reporting Deprivation of Parental Rights](#)
- [5125R – Reporting Suspected Sexual Abuse, Physical Abuse, and Neglect-Reporting Deprivation of Parental Rights](#)
- [5130 – Communicable Diseases and Handling Body Fluids](#)
- [5135 – Physical Examinations](#)
- [5140 – Immunization Requirements](#)
- [5145 – Eye and Face Protection](#)
- [5155 – Special Education Services for Students with Disabilities](#)
- [5160 – Do Not Resuscitate/Do Not Intubate](#)
- [5165 – Distribution of Non-school Sponsored Materials on School Premises by Students and Employees](#)
- [511 – Fundraising](#)
- [511R - Fundraising](#)
- [513 – Student Promotion, Retention, and Program Design](#)
- [513R – Student Promotion, Retention, and Program Design](#)
- [532 – Use of Peace Officers and Crisis Teams to Remove Students from School Grounds](#)
- [532R – Regulations and Restrictive Procedures Plan](#)
- [534 – Unpaid Meal Charges](#)
- [535 – Counseling Regarding Pre-Career and Technical Programs](#)

503 STUDENT ATTENDANCE

PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

- It is the student's right to be in school.
- It is the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall.
- It is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to:

- Ensure the student is attending school
- Inform the school in the event of a student absence
- Work cooperatively with the school and the student to solve any attendance problems that may arise

3. Teacher's Responsibility

It is the teacher's responsibility to:

- Take daily attendance and to maintain accurate attendance records in each assigned class and study hall.
- Be familiar with all procedures governing attendance and to apply these procedures uniformly.
- Provide any student who has been absent with any missed assignments upon request.
- Work cooperatively with the student's parent or guardian and the student to solve any attendance problems that may arise.

4. Administrator's Responsibility

a. It is the administrator's responsibility to:

- Require students to attend all assigned classes and study halls.
- Be familiar with all procedures governing attendance and to apply these procedures uniformly to all students
- Maintain accurate records on student attendance
- Prepare a list of the previous day's absences stating the status of each
- Inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.

b. In accordance with the Minnesota Compulsory Instruction Law, Minn. Stat. § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a. To be considered an excused absence, the student's parent or legal guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school is a valid excuse.
- b. The following reasons shall be sufficient to constitute excused absences:
 - (1) Absences where parent has notified school within 24 hours of absence.
 - (2) Illness.
 - (3) Serious illness in the student's immediate family.
 - (4) A death or funeral in the student's immediate family or of a close friend or relative.
 - (5) Medical, dental, orthodontic, mental health treatment.
 - (6) Court appearances occasioned by family or personal action.
 - (7) Religious instruction not to exceed three hours in any week.
 - (8) Physical emergency conditions such as fire, flood, storm, etc.
 - (9) Official school field trip or other school-sponsored outing.
 - (10) Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work.
 - (11) Family emergencies.
 - (12) Active duty in any military branch of the United States.
 - (13) A student's condition that requires ongoing treatment for a mental health diagnosis.
- c. Consequences of Excused Absences
 - (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
 - (2) Student will be allowed 2 days to makeup work for every day absent upon return to school. Any work not completed within this period may result in "no credit" for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

- a. The following are examples of absences which will not be excused:
 - (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
 - (2) Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedure including absences that are unreported.
 - (3) Work at home.
 - (4) Work at a business, except under a school-sponsored work release program.
 - (5) Absences resulting from cumulated unexcused tardies (3 tardies equal one unexcused absence).
 - (6) Any other absence not included under the attendance procedures set out in this policy.
- b. Consequences of Unexcused Absences
 - (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.
 - (2) Days during which a student is suspended from school shall not be counted in a student's total cumulated unexcused absences.
 - (3) In cases of recurring unexcused absences, the administration may also request the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.

2. Procedures for Reporting Tardiness

- a. Students tardy at the start of school must report to the school office for an admission slip.
- b. Tardiness between periods will be handled by the teacher.

3. Excused Tardiness

Valid excuses for tardiness are:

- a. Illness.
- b. Serious illness in the student's immediate family.
- c. A death or funeral in the student's immediate family or of a close friend or relative.
- d. Medical, dental, orthodontic, or mental health treatment.
- e. Court appearances occasioned by family or personal action.
- f. Physical emergency conditions such as fire, flood, storm, etc.
- g. Any tardiness for which the student has been excused in writing by an administrator or faculty member.

4. Unexcused Tardiness

- a. An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student may not participate in any activity or program if he or she has an unexcused absence from any class during the day.
4. If a student is suspended from any class, he or she may not participate in any activity or program that day.
5. If a student is absent from school due to medical reasons, he or she must present a physician's statement or a statement from the student's parent or guardian clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program.

DISSEMINATION OF POLICY

Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.

REQUIRED REPORTING

A. Continuing Truant

Minn. Stat. § 260A.02 provides that a continuing truant is a student who is subject to the compulsory instruction requirements of Minn. Stat. § 120A.22 and is absent from instruction in a school, as defined in Minn. Stat. § 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minn. Stat. § 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or legal guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minn. Stat. § 120A.22 and parents or guardians who fail to meet this obligation may be subject to prosecution under Minn. Stat. § 120A.34;
4. That this notification serves as the notification required by Minn. Stat. § 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and child may be subject to juvenile court proceedings under Minn. Stat. Ch. 260;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minn. Stat. § 260C.201; and
9. That it is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or legal guardian to appropriate services and procedures, under Minn. Stat. Ch. 260A.

Legal References: Minn. Stat. § 120A.05 (Definitions); Minn. Stat. § 120A.22 (Compulsory Instruction); Minn. Stat. § 120A.24 (Reporting); Minn. Stat. § 120A.26 (Enforcement and Prosecution); Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act); Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975); Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978); Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)
Cross References: MSBA/MASA Model Policy 506 (Student Discipline)

Replacing: Policy 5025
Adopted: **04-19-2016 ISD 709**

503R STUDENT ATTENDANCE REGULATION

I. OFFICIAL RECORDS

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

II. SUPPLEMENTARY BUILDING REGULATIONS

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

III. ATTENDANCE PROCEDURES AND PARENT NOTIFICATION

A. Elementary (K-5)

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

Elementary School Tardiness

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

B. Middle School (6-8)

1. Any time a student is absent without prior notification parents will receive a phone call from the school indicating the child has been absent.
2. After three (3) unexcused absences the parent/guardian will receive a letter informing them of absences and possible consequences for continuation of unexcused absences.
3. After seven (7) unexcused absences the student is deemed truant, the parent/guardian will receive a letter informing them of the absences, the student will be referred to the Truancy Action Project (TAP) advocate.
4. After fifteen (15) unexcused absences a student, the school attendance office or other designated school officials will take appropriate action which may include:
 - Student attendance contract
 - Mediation Contract through St Louis County court
 - Truancy referral to the Student Attendance Review Board (SARB)
 - Truancy court ticket issued by St Louis County Court.

Middle School Tardiness

A student is considered tardy up to 10 minutes late for a class. After 10 minutes a student is considered absent. When a student has accumulated three (3) unexcused tardies per course, disciplinary action may occur.

C. High School (9-12)

1. Any time a student is absent without prior notification, parents will receive a phone call from the school indicating the child has been absent.

2. After three (3) unexcused absences parents will receive a letter informing them of absences and possible consequences for continuation of unexcused absences.
3. After (5) unexcused absences a student will be placed on an attendance contract and may receive an incomplete for the course.
4. After seven (7) unexcused absences, a student is deemed truant and the school attendance officer or other designated school officials will take appropriate action which may include a request to the county attorney (503-4) to file a petition with the juvenile court, pursuant to Minnesota statutes.
5. After a student accumulates nine (9) unexcused absences in a course, a student will lose credit for the course.

High School Tardiness

A student is considered tardy up to 10 minutes late for a class. After 10 minutes it is considered an absence. Three (3) unexcused tardies will equal one (1) unexcused absence.

IV. DISTANCE LEARNING ATTENDANCE

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

1. The expectation of the Minnesota Department of Education (MDE) is that "students receive daily interaction with their licensed teacher(s)".
2. Contact may be made with the student or parent through email, phone call, text, learning management system, shared electronic documents, student record of participation in the district's state reporting student information software system (SIS), face to face, or hardcopy documents returned to the teacher.
3. At the end of each work day, the classroom teacher must record student positive attendance in the district's state reporting student information software system (SIS).
4. Students may be working on content / contacting teachers outside of the teacher scheduled workday and such work will be reviewed and counted toward positive attendance for the day regardless of time of day submitted or completed.
5. When student work is submitted electronically or by other means, the teacher may, for the four previous days, retroactively update student positive attendance in the district's state reporting SIS to reflect a student's work.
6. Designated school officials will follow-up with students experiencing frequent absences to assure that issues of equitable access or barriers to participating in instruction can be identified and resolved.
7. Procedures for parent/guardian notification and reporting of cumulative excused and unexcused absences apply to distance learning.

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

5060 COLLECTION, MAINTENANCE, DISSEMINATION, AND RETENTION OF STUDENT RECORDS AND INFORMATION

Schools maintain extensive and intimate information about students and their families for legitimate educational purposes, including instructional, guidance, evaluation, and research. The collection and maintenance of information about students or their families constitutes an intrusion into their privacy. Therefore, efficient administration of student records is a fundamental responsibility of the School District.

The internet and secure web access have altered the ways that confidential information may be accessed, communicated, and transferred by members of society. Those changes are influencing instruction and student learning. The School Board supports access by students, parents/guardians, teachers, and administrators to informational resources that will improve participation in a child's education and improve communication between students, parents/ guardians, and the students' teachers.

The Duluth Public Schools manages student information electronically and will make the education records available for viewing only to authorized parents/guardians and students with a secure connection over the internet. All parents/guardians and students will comply with the internet use regulations and all technology regulations/procedures, as well as all other District policies that may apply.

The purpose of a Records Retention policy is to provide a plan for managing student records by giving continuing authority to dispose of records under Minn. Statute 138.17. The responsible authority for the maintenance and security of student records shall be the Superintendent of Schools.

Previously, the School District adopted the Student Records section of the School District General Records Retention Schedule as developed and published by the Minnesota Department of Administration (School Board Resolution B-7-99-1913 dated July 20, 1999). The District will comply with all of the minimum standards set out in the Retention Schedule. Although the District reserves the right to retain certain records for a period longer than the State proposes, it will not shorten any retention period to less than what is recommended by the Department of Administration.

Special Education Records

All records of students receiving special education services will be retained for at least seven years following the last date of eligibility for services to the student. The "last date of eligibility for services" means either the student's graduation or the last day on which the student was eligible for services from the District, whichever is later.

Reference: MN Data Practices Act, Chap 13

Adopted: 06-09-1970 ISD 709

Revised: 09-21-2010

05-17-2005

06-20-1995

05-09-1989

06-10-1986

05-11-1976

05-20-2014 ISD 709

5165 DISTRIBUTION OF NON-SCHOOL SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the School District.

II. GENERAL STATEMENT OF POLICY

- A. The School District recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, non-school sponsored material.
- B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the School District, the School Board adopts the following regulations and procedures regarding distribution of non-school sponsored material on school property and at school activities.

III. DEFINITIONS

- A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, or posting or displaying material.
- B. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored materials include but are not limited to leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, as well as tangible objects.
- C. "Obscene to minors" means:
 - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested.
 - 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals.
 - 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- D. "Minor" means any person under the age of eighteen (18).
- E. "Material and substantial disruption" of a normal school activity means:
 - 1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption that interferes with or impedes the implementation of that program.
 - 2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods), "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.
- F. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.
- G. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.

IV. GUIDELINES

- A. Students and employees of the School District have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, non-school sponsored material.

- B. Requests for distribution of non-school sponsored material, other than union materials distributed by the Duluth Federation of Teachers, will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Prohibited material includes that which:
1. Is obscene to minors;
 2. Is libelous or slanderous;
 3. Is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended.
 4. Advertises or promotes any product or service not permitted to minors by law;
 5. Advocates violence or other illegal conduct;
 6. Constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);
 7. Is likely to disrupt the proper and orderly operation of the school or school activities.
 8. Causes the commission of unlawful acts or violates lawful school regulations.
- C. To the extent that the Duluth Federation of Teachers' Union distributes any political materials, the materials will be prepared in such a way that no political material is visible from the outside page(s) of any publication. The Union shall seal, fold, or staple the materials so political information may not be seen. Alternatively, political material may be included on an internal page so that it is not visible. Political material shall be defined consistent with the provisions of Minnesota Statute 211B.01, subd. 2, which defines campaign material as "any literature, publication, or material tending to influence voting at a primary or other election..."

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

- A. No non-school sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of non-school sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
- C. No one shall coerce a student or staff member to accept any publication.
- D. All employees and students shall comply with the provisions of Minnesota Law regarding distribution of political materials in a polling place on Election Day.
- E. The district will allow the Duluth Federation of Teacher's Union access to teacher mailboxes as a mechanism to communicate with its members. All distribution of material through the mailboxes will be done by Union members.
- F. For all employees including non-teacher members of the Duluth Federation of Teachers, any distribution of materials will be done outside of the normal paid workday. For teacher members, distribution may be done during non-assigned work time (e.g., lunch or preparation time) so long as any time spent is minimal. If the district has any concerns about the abuse of time by teacher members of the Duluth Federation of Teachers, it will notify the Union.

VI. PROCEDURES

- A. Any student or employee wishing to distribute non-school sponsored material, other than union materials distributed by the Duluth Federation of Teachers, must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:
 1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first period class.
 2. Date(s) and time(s) of day intended for display or distribution.
 3. Location where material will be displayed or distributed.
 4. If intended for students, the grade(s) of students for whom the display or distribution is intended.
- B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

- D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays and holidays) of submitting the appeal, the person shall contact the office of the Superintendent to verify that the lack of response is not due to an inability to locate the person.
- E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the School Board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

- A. Distribution by any student of non-school sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the School District's Student Discipline Policy #5085
- B. Distribution by any employee of non-school sponsored material prohibited herein or in violation of the provisions of time, place and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, School District policies and procedures, and/or governing statute.
- C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks in the fall of each school year and posted in school buildings.

IX. IMPLEMENTATION

The School District administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the School Board for approval. Upon approval by the School Board, such guidelines and procedures shall be an addendum to this policy.

References : MSBA/MASA Model Policy 505 - Distribution of Nonschool-Sponsored Materials on School Premises By Students and Employees Settlement Agreement dated December 8, 1999 between ISD 709 and the Duluth Federation of Teachers, Local 692

Adopted: **2-15-2000 ISD 709**

5083 HAZING PROHIBITION

I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose. The term hazing includes, but is not limited to:
 - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
 - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - 4. Any activity that intimidates or threatens the student with ostracism; that subjects a student to extreme mental stress, embarrassment, shame or humiliation; that adversely affects the mental health or dignity of the student; or discourages the student from remaining in school.
 - 5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Student organization" means a group, club, or organization with students serving as its primary members or participants. This includes grade levels, classes, teams, activities, and particular school events. A student organization does not have to be an official school organization to fall within the terms of this definition.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the Superintendent.
- C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert for situations, circumstances, or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building principal immediately.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.

V. **SCHOOL DISTRICT ACTION**

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others, pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies, and regulations.

VI. **REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

VII. **DISSEMINATION OF POLICY**

This policy shall appear in each school's student handbook and in each school's Building and Staff handbooks.

Legal References: Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 121A.40 to 121A.56 (Pupil Fair Dismissal Act)

Adopted: **7-18-2000 ISD 709**

413 PROHIBITING HARASSMENT AND VIOLENCE

GENERAL STATEMENT OF POLICY

Independent School District 709 (ISD 709) is committed to creating and maintaining a learning and working environment where all individuals are treated with respect and dignity. Every individual has the right to learn/work in an environment free of harassment and violence.

In this school district, harassment and violence, whether verbal, physical, or cyber, which creates a hostile climate, is unacceptable and will not be tolerated. Harassment and violence are unlawful, hurt all people, and have no legitimate educational purpose. Any employee or student who engages in such conduct shall be disciplined as provided by law, District policies, and applicable labor agreements.

Therefore, it is the policy of ISD 709 to maintain a work and learning environment that is free of harassment and violence based on: Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any or All Other Protected Groups as identified by state and/or federal statute as well as other forms of harassment as defined in this policy.

Harassment based on: Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any or All Other Protected Groups as identified by state and/or federal statute are also forms of discrimination which violate either Section 703 of Title VII of the Civil Rights Act of 1965, as amended, 42 U.S.C. Section 2000e, et seq. and or the Minnesota Human Rights Act, Minnesota Statute Sections 363.01 – 363.20, and may represent a criminal law violation.

Violence based on: Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any or All Other Protected Groups as identified by state and/or federal statute is a physical act of aggression, intimidation, and/or degradation directed toward a person or group of persons because of their membership or perceived membership in a protected group.

It shall be a violation of this policy for any student or school personnel of ISD 709 to harass a pupil or other school personnel through conduct or communication of a sexual nature or regarding: Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any or All Other Protected Groups as identified by state and/or federal statute as well as other forms of harassment as defined by this Policy and Regulation 4015R. (For purposes of this policy, school personnel include: School Board members, administrators, teachers, all other school employees, agents, volunteers, contractors, or other persons subject to the supervision and control of ISD 709.)

It shall be a violation of this policy for any student or school personnel of ISD 709 to inflict, threaten to inflict, or attempt to inflict violence relating to: Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any or All Other Protected Groups as identified by state and/or federal statute as well as any other forms of violence as defined by this policy upon any pupil or school personnel.

ISD 709 will act with reasonable diligence to take action to investigate, respond, remediate and discipline all complaints, either formal or informal, oral or written, of improper actions or statements which may constitute harassment and violence as defined in this policy and Regulation 4015R. Furthermore, ISD 709 intends to provide support for students identified as the victims of these acts in compliance with Minn. Statute Sections 121A.0695.

A report will be given to the School Board at the regular meeting in July, a summary of the number of harassment complaints, types of complaints and the action taken to resolve the complaint. This will be done without releasing any case specifics, information or personnel data.

For more detailed information on this policy, including definitions for terms used in this policy and the reporting procedures for this policy, please see Regulation 4015R.

Cross References: Resolution 413R (Prohibiting Harassment and Violence)
Resolution 413.1R (Harassment Complaint Form)
Adopted: 06-16-2015 ISD 709
Revised: 04-19-2016 (*Renumbering only*)
07-19-2016
08-16-2016 ISD 709

413R PROHIBITING HARASSMENT AND VIOLENCE

I. HARASSMENT AND VIOLENCE DEFINED

A. Sexual Harassment

Definition. Sexual harassment consists of unwelcome sexual attention, unwelcome requests for sexual favors, unwelcome sexually motivated physical conduct, or other unwelcome verbal or physical conduct or communication of a sexual or gender biased nature when:

1. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment or of obtaining an education, or of transacting business with ISD 709; or
2. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment, education, or business with ISD 709; or
3. That conduct or communication has the purpose or effect of substantially interfering with an individual's employment, education, business with ISD 709, or creating an intimidating, hostile, or offensive employment, educational, or business environment.

This policy pertains to students and school personnel. It equally protects students and personnel of all genders from harassment.

Sexual harassment may include but is not limited to the following behaviors:

1. Unwelcome verbal statements of a sexual nature;
2. Intimidation by words or actions of a sexual nature;
3. Unwelcome pressure for sexual activity;
4. Unwelcome sexually motivated or inappropriate touching, patting, pinching, or other physical contact that does not meet the definition of sexual assault; other than necessary restraint of pupil(s) by school personnel to avoid physical harm to persons or property; or
5. Unwelcome sexual behavior or words, including requests for sexual favors, accompanied by implied or overt threats concerning an individual's employment, business, or educational status; or
6. Unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment, business, or educational status; or
7. Distribution or display of pornographic or other inappropriate written materials, pictures, graffiti, or other graphics of a sexual or gender-based nature; or
8. Unwelcome behavior or words directed at an individual because of gender, gender identity, or gender expression; or
9. Unwelcome behavior or words directed at an individual because of sexual experiences or perceived sexual experiences.

B. Protected Groups Harassment

Protected Groups: Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any and All Other Protected Groups as identified by state and/or federal statute.

Definition. Harassment consists of physical or verbal conduct relating to an individual's membership or perceived membership in a protected group when the conduct:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive work, business, or academic environment;
2. Has the purpose or effect of substantially interfering with an individual's work, business, or academic performance; or

C. General Harassment

Definition. General harassment is defined as unwelcome repeated conduct or communication directed towards an individual which:

1. Has the purpose or effect of creating an intimidating, hostile, or offensive work, business, or academic environment;
2. Has the purpose or effect of substantially interfering with an individual's work, business, or academic performance.

The District reserves the right to investigate any complaint filed under this section on a case-by-case basis.

D. Sexual Violence

Definition. Sexual violence is any sexual contact without consent. Sexual contact includes, but is not limited to, touching of either party's primary genital area, groin, inner thigh, buttocks, or breast, including the clothing covering these areas, as well as, anal, vaginal, or oral penetration, with a body part or an object. Sexual violence includes contact between individuals of all genders.

Consent is verbal active permission from both parties to engage in a particular sexual act without the presence of coercion, intimidation, physical force, or trickery. Consent is only applicable when there is a balance of power. Consent is not affected by a prior social relationship, nor is denial of consent contingent upon physical resistance to the act.

E. Protected Groups Violence

Protected Groups: Race, Color, Creed, Religion, National Origin, Sex, Marital Status, Disability, Status with Regard to Public Assistance, Sexual Orientation, Age, Gender Identity, Gender Expression, and Any and All Other Protected Groups as identified by state and/or federal statute.

Definition. Violence is a physical act of aggression or assault upon another because of, or in a manner reasonably related to, his/her membership or perceived membership in a protected group.

F. Assault

Definition. Assault is:

1. An act done with intent to cause fear in another of immediate bodily harm or death;
2. The intentional infliction of or attempt to inflict bodily harm upon another; or
3. The threat to do bodily harm to another with present ability to carry out the threat.

II. RETALIATION

Retaliatory or intimidating conduct against any individual who has made a harassment or violence complaint or who has testified or assisted in any manner in an investigation is specifically prohibited. ISD 709 will investigate and, if appropriate, discipline or take appropriate action against any students or school personnel who retaliates against any person because the person:

1. Reports sexual, sexual orientation, gender identity, gender expression, racial/ethnic, religious, or disability harassment or violence;
2. Testifies, assists, or participates in an investigation or in a proceeding or hearing relating to harassment or violence;
3. Opposes a practice prohibited by this policy; or
4. Associates with people who are specifically protected by this policy. (Based on sex, sexual orientation, gender identity, gender expression, race/ethnicity, religion, or religious practices, disability.)

Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

III. CONFIDENTIALITY

ISD 709 will respect the confidentiality of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with ISD 709's legal obligations to investigate, to take appropriate disciplinary action, and to comply with any discovery or disclosure obligations, including valid requests for data under the Minnesota Government Data Practices Act.

IV. INDIVIDUALS COVERED BY THIS POLICY

All teachers, teaching assistants, coaches, administrators, School Board members, contract employees, guest speakers, volunteers, janitorial or cafeteria staff, independent contractors, community members participating in school activities, or any other school personnel, as well as

current students are bound by this policy. This policy equally protects male and female students/employees from harassment or violence - including when males harass males or when females harass females.

V. FORMAL COMPLAINT PROCEDURES (In cases of sexual harassment/violence, and sexual orientation harassment/violence, please utilize specific protocol.)

Any person who believes they have been the victim of sexual, sexual orientation, ethnic/racial, religious, and/or disability harassment or violence by a pupil or other school personnel of ISD 709, or any person with knowledge or belief of conduct which may constitute sexual, sexual orientation, ethnic/racial, religious, or disability harassment or violence toward a pupil or school personnel should report the alleged acts immediately to an appropriate ISD 709 official designated by this policy. Such persons are also encouraged to seek corrective action by telling the individual instigating the harassment to stop. Any third person with knowledge or belief of conduct, which may constitute sexual, sexual orientation, ethnic/racial, religious, or disability harassment or violence should report the alleged acts to an appropriate ISD 709 official as designated by this policy. ISD 709 encourages the reporting party or complainant to use the report form available from the principal of each building or available from the ISD 709 office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the Senior Human Resources Manager or to the Superintendent.

A. Form of Complaint. Complaints of harassment will be accepted verbally or in writing. Anonymous complaints will be accepted and investigated to the extent possible. Complaint forms are available in the ISD 709 office, and in each school's principals' and counselors' office. A copy of the form can also be found in the student handbook. A report need not be made on an official form in order for the administration to accept it.

B. Reporting the Complaint.

1. A student, who believes they have been a victim of harassment or violence by any individual covered by this policy, may report the alleged harassing behavior to any school personnel.
2. Any person who believes he or she has been the victim of sexual, sexual orientation, gender identity, gender expression, ethnic/racial, or religious harassment or violence by a pupil or school personnel of ISD 709 should report the alleged acts immediately to an appropriate ISD 709 official designated by this policy.
3. ISD 709 encourages the reporting party or complainant:
 - a. Whenever it is a safe or reasonable alternative, to first seek corrective action by telling the individual initiating the harassment to stop.
 - b. To use the report form available from the principal of each building or available from the ISD 709 office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting harassment or violence directly to the Senior Human Resources Manager or to the Superintendent.
4. The building principal is the person responsible for receiving oral or written reports of harassment or violence under this policy at the building level.
5. Any person with knowledge or belief of conduct which may constitute harassment or violence as defined in this policy should report the alleged acts immediately to an appropriate school district official designated by this policy.
6. Any ISD 709 personnel who receive a report of harassment or violence under this policy is obligated to report the incident in writing to the building principal immediately.
7. If a complainant is uncomfortable bringing the report to the building principal, he or she may report directly to the Senior Human Resources Manager or to the Superintendent.
8. Upon receipt of a complaint involving an ISD 709 personnel, the building principal must notify the Senior Human Resources Manager immediately. The principal may request, but may not insist upon a written complaint. A written statement of the alleged facts will be forwarded as soon as possible by the principal to the Senior Human Resources Manager. If the complaint was given verbally, the principal shall personally reduce the report to written form and file it with the Senior Human Resources Manager within 24 hours. Failure of the principal or other adult ISD 709 personnel to forward any harassment or violence report or complaint as provided herein may result in investigation and disciplinary action as appropriate.
9. If the report involves the building principal, it should be made or filed directly with the Superintendent or the Senior Human Resources Manager.
10. Failure to act on a report involving ISD 709 personnel will result in an investigation and disciplinary action as appropriate.

C. Content of the Report. A report of harassment or violence in violation of this policy shall include the following information, if known:

1. The name of the complainant;
2. A brief description of the offending behavior - including times, places, and names;
3. The name of or identifying information about the alleged perpetrator; and
4. The names or descriptions of any witnesses to the harassment or violence.

D. Processing of Complaints. The designated investigator for each report, whether a member of building administration, a third party, the Senior Human Resources Manager or the Superintendent, is responsible for overseeing the processing of the harassment or violence complaint. The investigator shall conduct an investigation of the charges and attempt to resolve the matter in a timely fashion.

1. Early Resolution. Early Resolution allows the parties (complainant and respondent) an opportunity to resolve the complaint with a third party mediator. If both parties are willing to try this approach, and it is determined that early resolution is appropriate, mediation will be conducted. The scope and intent of mediation is to get the parties to understand each other, clarify the matter between them, and put an end to the alleged offensive behavior. It is not the mediator's role to determine fault or discipline, or damages.

The third party mediator will be agreed upon by both parties and is most often the Building Principal, Human Resources Manager, Climate Coordinator, or Designee with mediation training. Agreements to resolve the complaint must be agreed upon and signed by all at the conclusion of the mediation meeting. A summary will be written by the mediator, shared with both parties, and kept with the documented complaint in Human Resources separate from Duluth School District Employment Personnel Records.

It is within the mandate of the Mediator to receive and examine harassment complaints, to assist disputing parties in coming to resolution, and advise on actions needed to settle the complaint. Any alternative mediator or mediation process will be determined on a case by case basis and is subject to agreement by all parties including the Building Principal and/or Human Resources Manager, Climate Coordinator, or Designee.

If, after having contacted the third party, either party decides not to proceed with the early resolution approach, his/her wishes will be respected. If no agreements are reached, or either party opts out of the mediation prior to agreements being made, the complaint will be processed subject to formal complaint procedures listed below.

2. Formal Process.
 - a. Timing. The investigator should make a decision about whether the harassment or violence reported can be substantiated as soon as possible. If the investigation exceeds 30 calendar days, the investigator must report the reason that the investigation has exceeded 30 days to the Senior Human Resources Manager, and the Administrator may take over the investigation. If the Senior Human Resources Manager was the initial investigator, the Senior Human Resources Manager must report the reason that the investigation has exceeded 30 days to the Superintendent, and the Superintendent may take over the investigation. An impartial third party may also be appointed to complete the investigation if the 30 day limit is exceeded.
 - b. Standard of Proof. In determining whether the alleged conduct can be substantiated, the totality of the circumstances, the nature of the conduct, and the context in which the alleged conduct occurred will be investigated. Allegations of the harassment and violence will be evaluated using a preponderance of the evidence standard - meaning that prior to imposing any sanctions the investigator must conclude that it is more likely than not that the harassment or violence occurred.
 - c. School District Action. If warranted, based on results of the investigation, ISD 709 will take appropriate action. Such action will be taken in accordance with the Pupil Fair Dismissal Act, ISD 709 policies, any applicable Collective Bargaining Agreements, and other Minnesota and federal laws. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge.
 - d. Release of Data to the Complainant. Consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statute Section 13.01 et seq., the results of the School District's investigation will be made available to the complainant. The information provided to the complainant and the timing of the dissemination of information may be significantly limited by the requirements of the Minnesota Government Data Practices Act, and in certain circumstances, by the attorney-client privilege and/or the attorney-work product doctrine.
 - e. Release of Data to the Subject of the Investigation and Others. The release of data regarding a harassment or violence complaint, including data regarding the resultant investigation and ISD 709 action, shall be governed by the requirements of the Minnesota Government Data Practices Act. In certain circumstances, the Government Data Practices Act may

require the classification of the data as private and/or confidential. In certain circumstances, data may also be protected by the attorney-client privilege and/or may constitute attorney-work product. When allegations of harassment are made against an employee, the employee does not have access to data that would identify the complainant or their witnesses if ISD 709 determines that the employee's access to the data would:

- 1) Threaten the personal safety of the complainant or witness; or
- 2) Subject the complainant or witness to harassment.

If the disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary to prepare for the proceeding.

- f. Appeals. Either party involved in the report who is dissatisfied with the investigation or resolution of an allegation of harassment or violence may appeal in writing to the Senior Human Resources Manager or the Superintendent within ten (10) days of receiving written notice of the outcome of the investigation.
- g. Submission of a Complaint or Report. Submission of a good faith complaint or report of sexual, sexual orientation, gender identity, gender expression, racial/ethnic, religious, or disability harassment or violence by a student or school personnel will not affect the complainant or reporter's future employment, grades, access to educational or school activities or work assignments. ISD 709 does not tolerate retaliation as a result of the submission of a complaint or report.

VI. NON EXCLUSIVITY

The internal procedures and remedies outlined in this policy are not the only options available to a complainant. Participation in the school's procedure is not a prerequisite to pursuing other legal or governmental remedies. In other words, a complainant may use the school's grievance procedure and then, whether they obtain a satisfactory finding or not, may file a suit in court under any applicable federal, state, or local law. He or she also may forego the internal procedure and directly pursue legal or administrative remedies, or may pursue both internal and external remedies simultaneously. External avenues of recourse may include filing charges with the Minnesota Department of Human Rights, the Equal Employment Opportunity Commission, initiating civil action or seeking redress under state criminal statutes and/or federal law.

VII. INTENT

The fact that someone did not intend to harass or commit an act of violence against an individual is generally not considered a defense to a complaint of harassment or violence. In most cases, the effects and characteristics of the behavior determine if that behavior constitutes harassment or violence.

VIII. HARASSMENT VIOLENCE AS ABUSE

Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, ISD 709 shall comply with mandatory reporting requirements under Minnesota Statute Section 626.556, Reporting of Maltreatment of Minors and Minn. Statute Sections 121A.0695, Prohibiting Intimidation and Bullying. The statutes can be found on the Internet at <http://www.leg.state.mn.us/>.

Nothing in this policy will prohibit ISD 709 from taking immediate action to protect victims of alleged sexual, sexual orientation, gender identity, gender expression, racial/ethnic, religion or religious practices, or disability harassment, violence as abuse.

IX. DISSEMINATION OF POLICY AND TRAINING

This policy will be distributed to all students and volunteers and to all employees, administrators, and independent contractors at the time of entering into the person's employment contract.

- A. This policy, or a summary of this policy, shall be conspicuously posted throughout each school building in areas accessible to pupils and staff members. ISD 709 shall conspicuously post the name of the Senior Human Resources Manager and Climate Coordinator contact information, including mailing address and telephone number in each ISD 709 school building.
- B. This policy shall be made available in each principal's office and in the ISD 709 Office.
- C. This policy shall appear in the student handbook.
- D. All ISD 709 employees and students who subsequently become part of the educational community shall be informed of this policy during their orientation. All non-student recipients of this policy, now or in the future, shall be required to sign an acknowledgment form indicating that they have read this policy, understand it, and agree to abide by it.

- E. Each administrator shall be responsible for promoting understanding and acceptance, monitoring of, and compliance with state and federal laws, board policies, and procedures governing harassment and violence in his or her building.
- F. ISD 709 will provide policy training, including discussions of this policy with students and school personnel.
- G. This policy shall be reviewed at least annually for compliance with state and federal law.

Cross References: Policy 413 (Prohibiting Harassment and Violence)
Resolution 413.1R (Harassment Complaint Form)

Replacing: Regulation 4015R
Adopted: 05-19-2015
04-19-2016 ISD 709 (Renumbered only)

514 – BULLYING PROHIBITION POLICY

I. PURPOSE

The purpose of this policy is to prohibit bullying behavior and assist the Duluth School District in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior.

The Duluth School District strives to provide safe, secure and respectful learning environments for all students in school buildings, on school grounds, school buses and at school-sponsored activities. A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships.

This policy protects all students against bullying behavior including bullying behavior on the basis of actual or perceived race, ethnicity, color, creed, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, status with regard to public assistance, age, military status, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic defined in Minnesota Human Rights Act (Chapter 363A).

II. DEFINITIONS

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

- A. there is an actual or perceived imbalance of power between the student engaging in prohibited conduct and the target of the conduct and the conduct is repeated or forms a pattern; or
- B. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

"Cyber bullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

Intimidating, threatening, abusive, or harming conduct" means; but is not limited to, conduct that does the following:

- A. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
- B. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
- C. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation, including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic as defined in the MHRA. However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

"Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of the student who is the target of the prohibited conduct. Remedial response also means a measure to stop and correct retaliation for asserting, alleging, reporting or providing information about prohibited conduct (retaliation) or knowingly making a false report about prohibited conduct (false report), prevent retaliation or false reports from recurring and protect, support and intervene on behalf of the student who is the target of the prohibited conduct.

"Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

"Immediately" means as soon as possible but in no event longer than one school day.

"District employee" includes School Board members, administrators, educators, aides, school counselors, social workers, psychologists, other school mental health professionals, nurses and other school-based/linked medical providers/health professionals, cafeteria workers, custodians, bus drivers, athletic coaches, extracurricular activities advisors, paraprofessionals, school employees, agents, or persons subject to the supervision and control of the district and its students.

"On Duluth School District property or at school-related functions" means all Duluth School District buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for Duluth School District purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. Duluth School District property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the Duluth School District does not represent that it will provide supervision or assume liability at these locations and events.

"Building Report Taker" is language from the Safe and Supportive Schools legislation and in the Duluth School District means the Building Principal or Designee. This policy will refer to the "Building Report Taker" as "Principal or Designee" throughout the document.

III. STATEMENT OF PROHIBITION

An act of bullying, by either an individual student or a group of students, is expressly prohibited on Duluth School District property or at school-related functions. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

Apparent permission or consent by a student being bullied does not lessen the prohibitions contained in this policy.

Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

False accusations or reports of bullying against another student are also prohibited.

No District employee, volunteer, or contractor shall permit, condone, or tolerate bullying.

IV. REPORTING PROCEDURE

It is everyone's responsibility to report bullying behavior, not just the person targeted. Any student who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct shall report the alleged acts immediately to the Building Principal or designee, either verbally or in writing.

A person may make an initial report to any District Employee and may report bullying anonymously. However, the Duluth School District's ability to take action against an alleged perpetrator based solely on an anonymous report may be limited.

The Duluth School District has made available to the reporting party or complainant the use of a report form. See the Parent & Student Handbook, contact the Principal, District Climate Coordinator, or visit www.isd709.org to access a ["Bullying Report Form"](#).

The building principal or designee is the person responsible for receiving reports of bullying at the building level. If the complaint involves the principal or designee, the complaint shall be made directly with the Assistant Superintendent or Superintendent of the Duluth School District. Please see our Parent & Student Handbook or Duluth School District Website at www.isd709.org for Principal and Duluth School District contact information.

The principal or designee shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The principal or designee or a third party designated by the school

district shall be responsible for the investigation. The principal or designee shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

A District employee, volunteer, or contractor shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who receives a report of, observes, or has other knowledge or belief of conduct that may constitute bullying shall make reasonable efforts to address and resolve the prohibited conduct and inform the principal or designee immediately. District employees who fail to inform the principal or designee of conduct that may constitute bullying in a timely manner may be subject to disciplinary action.

Reports of bullying are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.

The Duluth School District will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the Duluth School District's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

Submission of a good faith complaint or report of bullying will not affect the complainant's or reporter's future employment, grades, or work assignments, or educational or work environment.

V. PREVENTION, INVESTIGATION, AND RESPONSE

Many student conflicts can be resolved immediately and do not require reporting or creation of an incident report or office discipline referral. Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance.

It is the Duluth School District's responsibility to prevent bullying and to take action to investigate, respond, remediate, and discipline those involved in acts of bullying which have not been successfully prevented - to the extent possible given that such conduct affects the educational environment of Duluth Schools and the rights and welfare of its students, and is within the control of Duluth School District in its normal operations.

Prevention - Each school will utilize research-based developmentally appropriate best practice prevention strategies. These prevention strategies may include but are not limited to: teaching respect and acceptance of difference between people, positive behavior interventions and supports, social emotional learning, intentionally creating positive student and staff relationships, and preparing students for when bullying behavior does occur.

Investigation - Investigation of a bullying incident shall be initiated as soon as possible but no later than three school days of receipt of a report. The Duluth School District may take immediate steps, at its discretion, to protect the target or victim of bullying or other prohibited conduct, the complainant, reporter, students, or others pending completion of an investigation of bullying, consistent with applicable law. When investigating a complaint, the principal or designee may take into account following factors:

- The developmental ages and maturity levels of the parties involved.
- The potential for culturally misinterpreting behavior.
- The levels of harm, surrounding circumstances, and nature of the behavior.
- Past incidences or past or continuing patterns of behavior.
- The relationship between the parties involved.
- The context in which the alleged incidents occurred.

The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

Remedial Response - Upon completion of the investigation, the Duluth School District will take appropriate action with the student harmed and with the student who violated the prohibited conduct policy.

- For the student harmed: Protect, support, and intervene on behalf of the student who is the target of the prohibited conduct. Support may include: safety planning, student conference(s), referral to student support staff for one-to-one support or social skills training; check-in and/or

check-out with a trusted adult in the school; and choice to participate in a restorative process - facilitated by a trained facilitator. When an incident includes documentation through an office discipline referral, information regarding the student harmed will be included on the referral.

- For the student who violated the prohibited conduct policy: Schools may use multi-tiered levels of response that are individualized, consistent, reasonable, fair, and age-appropriate and should match the severity of the student's behavior and their developmental age. The response must be a natural and logical match to the prohibited behavior; consequences must be paired with meaningful instruction and guidance; and must be carefully planned with well-defined outcomes. Responses may include but are not limited to:
 - Safety planning
 - Student conference(s)
 - Working with parents of involved students
 - Teaching/reteaching of desired skills or behavior
 - Reinforcing desired skills or behaviors
 - School disciplinary action (detention, suspension, etc.)
 - Connecting students/families to school, district, community resources
 - Consideration of a restorative process if all parties are prepared and willing

Duluth School District action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; Duluth School District policies; and regulations.

School officials will notify the parent(s) or guardian(s) of students involved in a bullying incident and the remedial action taken, to the extent permitted by law, based on a confirmed report. The Duluth School District is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the Duluth School District.

In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the District shall, when determined appropriate by the child's individualized education program ("IEP") team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

Appeal - Any party who is not satisfied with the outcome of the investigation may appeal to the district's Office of the Assistant Superintendent within 10 school days of notification of the principal or designee's decision. The Assistant Superintendent or designee will conduct a review of the appeal and, within 10 school days of receipt of the appeal, will affirm, reverse or modify the findings of the report. The Assistant Superintendent or designee shall notify the party requesting the appeal and the principal that its decision is final and shall document that notification with the appeal.

District Employees - When it is determined that a district employee was aware prohibited conduct was taking place but failed to report it, the employee will be considered to have violated this policy. The employee's supervisor shall consider employee discipline for such violations, making reference to any applicable collective bargaining agreement. Remedies for offending contractors should be imposed according to their Duluth School District contracts.

VI. REPRISAL

The Duluth School District will take appropriate action against any student or District employee who retaliates against any person who testifies or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such bullying. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

VII. RECORDS

Information gained when investigating and remediating reports of bullying will be recorded and kept by the Building Principal or designee. Information regarding the number of reports of bullying and the action taken to resolve the reports will be provided to Duluth School District Climate Coordinator by the Building Principal or designee annually.

Affected students and their parents may have rights under state and federal data practices laws to obtain access to data related to an incident and to contest the accuracy or completeness of the data.

VIII. PROFESSIONAL DEVELOPMENT AND EDUCATION

The District shall discuss this Policy with District employees, volunteers, and contractors, and provide appropriate training and professional development to district employees regarding this Policy.

Staff - Professional development will:

- A. Be required on a three year cycle for all school personnel to prevent, identify, and respond to bullying behavior. Newly employed district employees must receive the training within the first year of their employment with the district or school. A district or school administrator may accelerate the training cycle or provide additional training based on particular needs or circumstances.
- B. Require ongoing professional development, consistent with Minnesota Statutes Section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. The content of such professional development shall include, but not be limited to:
 1. Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them in a manner that does not stigmatize the victim.
 2. Information about the complex interaction and power differential that can take place between and among an actor, target and witness to the bullying.
 3. Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk and any specific interventions that may be particularly effective for addressing bullying behavior related to bias.
 4. Recognizing, responding to and reporting bullying.
 5. Information about the incidence and nature of cyber bullying.
 6. Information about Internet safety issues as they relate to cyber bullying.
 7. Student staff relationships and initial responses to students making a report.
 8. A review of the district's reporting requirements related to bullying and cyber bullying.

Student Education - Each school shall incorporate into the school curriculum developmentally appropriate programmatic instruction to help students identify, prevent and reduce bullying and create a safe learning environment.

The Duluth School District will work with the Minnesota Department of Education Technical Assistance Center and provide resources for instruction and topics including but not limited to: evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct to engage all students in creating a safe and supportive school environment.

IX. NOTICE

The Duluth School District will give annual notice of this policy to students, parents or guardians, and staff through the following practices:

- A. A script, orally or in writing, using age appropriate language, will be shared with all students during the fall of each school year.
- B. This policy shall fully appear in the Parent/Student Handbook with notice of the policy in the Employee Handbook.
- C. This policy shall be given to each district employee and independent contractor at the time of entering into the person's employment contract.
- D. Information regarding this policy will be included in information communicated to volunteers at time of entering into volunteer agreement.
- E. A report will be provided annually to the School Board at the July Education Committee Meeting, including a summary of the number of bullying reports submitted and the action taken to resolve reports. This will be done without releasing any case specific information or personnel data.
- F. This policy must be available to all parents and other school community members in an electronic format in the languages appearing on the district or school Web site, consistent with the district policies and practices.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)

Minn. Stat. § 121A.031 (Student Bullying Policy)

Cross References: MDE Model Policy, November 2014 (Model Student Bullying Prohibition Policy)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)

Adopted: 08-19-2014 ISD 709

Revised: 06-16-2015

08-22-2017 ISD 709

521 STUDENT DISABILITY NONDISCRIMINATION

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.
- E. Persons who wish to make a complaint regarding a disability discrimination matter may refer to District Policy [103 Complaints - Students, Employees, Parents, Other Persons](#) for complaint and grievance procedures and form(s).

Claims of discrimination may also be pursued through the following agencies where appropriate:

U.S. Department of Education
Office of Civil Rights, Region V
500 W. Madison Street - Suite 1475
Chicago, IL 60661
312-730-1560
TDD: 312-730-1609

MN Department of Human Rights
540 Fairview Ave N, Ste. 201
St. Paul, MN 55104
800-657-3704
651-296-5663
TDD: 651-296-1283

III. COORDINATOR

Persons who have questions or comments should contact the Office of the Assistant Superintendent, 215 N. 1st Ave E, Duluth, MN 55802, (218)336-8739, anthony.bonds@isd709.org. The Assistant Superintendent, Anthony Bonds, is the school district's Americans with Disabilities Act/Section 504 coordinator.

Legal References: Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
ISD 709 Policy 103 Complaints - Students, Employees, Parents, Other Persons

Adopted: 12-20-2016

Revised: 9-17-2019

10-20-2020 ISD 709

5040 – TRANSFERS WITHIN THE SCHOOL DISTRICT

The intent of the 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 Transfer Requests

The Assistant Superintendent will allow or deny a transfer request after careful consideration of the application information. Guided by School Board Policy, District regulations, teacher/student ratio, class size, classroom space and building populations, the Assistant Superintendent will make the final ruling on a 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 transfers from one building to another 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's Supportive Services Team (SST), by the Special Education Child Study Team (CST), or by the principal.

Continuation of Approved Education Transfer

The student may complete all grades contained in the school to which he/she has transferred. To continue attendance from an elementary to a middle school or from a middle school to a high school, completion of a new transfer request will need to be submitted to the Office of the Assistant Superintendent by the due date.

Timelines for Transfer Requests

Student 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. Transfer requests for the upcoming school year must be submitted prior to April 30th. Second semester transfer requests must be submitted by December 1st. Administration may determine exceptions to these timelines.

Adopted: 09-08-1981 ISD 709

Revised: 02-21-1995

06-20-1995

03-19-2005

05-17-2005

02-12-2008

12-16-2014 ISD 709

5040R – STUDENT TRANSFERS

Process and Procedure

1. Initiation and Decision-Making on Transfer Requests

Parents or guardians desiring to transfer their child from their home residential attendance area to another attendance area in the School District must complete a Request for Student Transfer form and submit it to the Assistant Superintendent.

2. Transfer Guidelines and Consideration

The Assistant Superintendent will take into consideration teacher/student ratio, class size, and classroom space when making transfer decision. For the purpose of transfer consideration, the following class size guideline will be used when determining transfer requests:

Kindergarten: (24)

Kindergarten Immersion (24)

Grade 1 (26)

Grade 1-2 (26)

Grade 2 (26)

Grade 2-3 (26)

Grade 3 (28)

Grade 3-4 (28)

Grade 4 (28)

Grade 4-5 (28)

Grade 5 (28)

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

3. Transfer Appeal Board

The Assistant Superintendent will convene the Transfer Appeal Board upon the request of the applicant for applications submitted by the due dates stated in the Timelines for Transfer Request. Requests submitted after the due date will not be considered until the following semester. The Transfer Appeal Board will be made up of one School Board member, a district administrator other than the Assistant Superintendent, and two community members, keeping in mind the need to maintain a balance of representation across the district. Unique circumstances may require exceptions to these timelines.

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

4. Moving to a New Attendance Area

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

When a student begins an educational program in a school and his/her parent(s) or guardian(s) move to another attendance area, the student may continue to attend the school in which he/she began. It is the responsibility of the parent to transport the student to and from the requested school or to and from the established bus stop serving the requested school.

Only homeless students* will receive School District transportation to the school outside of their attendance area.

5. Eligibility for Co-curricular Activities Competition

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

The Term “Homeless Children and Youth”

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

Adopted: 09-08-1981 ISD 709

Revised: 02-21-1995

06-20-1995

03-19-2002

11-19-2002

05-18-2004

04-19-2005

01-15-2008

03-17-2009

04-23-2009

05-19-2009

07-21-2010

07-09-2013

11-18-2014 ISD 709

5090 – USE OF CELL PHONES, DIGITAL IMAGING DEVICES, AND OTHER PERSONAL ELECTRONIC DEVICES

Purpose

The purpose of this policy is to set forth expectations for appropriate use of existing and emerging technologies which students may possess, including but not limited to cell phones, digital picture/video cameras and or camera phones, personal digital assistants, iPods, MP3s, pagers and other personal electronic devices.

General Statement of Policy

The Duluth Public Schools holds high expectations for student behavior, academic integrity and responsible use of existing and emerging technologies. Students who possess devices at school or school sponsored events shall demonstrate the greatest respect for the educational environment and the rights and privacy of all individuals within the school community.

Standards for Responsible Use at School, on Buses, or at School Activities

- A. Respect for the educational environment
 - 1. Students shall not use any electronic device that in any way disrupts or detracts from the educational environment.
 - 2. Cellular phones or other personal electronic devices should be silent and kept out of sight in classrooms and during the school day in Media Centers, testing centers, and during fine arts performances.
 - 3. Students will not be allowed to leave class in response to electronic devices.
 - 4. In secondary schools only, cellular phones and other devices may be used appropriately and respectfully before and after classes and during lunch, in common areas-such as near lockers or the cafeteria-or outside on school grounds.
 - 5. Teachers may permit the purposeful use of personal electronic devices in support of curricular objectives and student supports.
- B. Respect for Privacy Rights
 - 1. Students shall not photograph or videotape other individuals at school or at school activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances.
 - 2. Students shall not e-mail, post to the internet, or otherwise electronically transmit images of other individuals taken at school without their expressed written consent.
 - 3. State law strictly prohibits the use of cellular phones or other personal electronic devices in locker rooms and restrooms.
- C. Ensuring Academic Integrity

Students shall not use cellular phones or other electronic devices in any way that may cause a teacher or staff member to question whether the student may be cheating on tests or academic work or violating copyright policy.
- D. Compliance with Other District Policies

Use of cellular phones or other personal electronic devices must not violate any other District Policy including those regarding student privacy, copyright, cheating, plagiarism, civility, student behavior, or harassment. If a violation occurs involving more than one district policy, consequences for each may apply.

Violations of this Policy

- A. Inappropriate use of cellular phone or other electronic device - An employee shall direct the student to turn off the device and to store it appropriately.
- B. Repeated infractions - Repeated infractions will be considered disruptive, disorderly, or insubordinate behaviors. Consequences of inappropriate use of cellular phones or other electronic devices that are in violation of other district policies can be referenced in the student discipline policy.
- C. Severe or illegal infractions shall result in student referral to the office. Administration may confiscate the device, notify parents and/or police when appropriate. If cellular phones or other electronic devices are suspected to be used in the violation of other district policies or used in the process of illegal activity, the contents may be considered evidence and reviewed by school administration. Confiscated devices will be returned to a parent/guardian after the school day unless legal implications require otherwise.

Adopted: 07-19-2011 ISD 709
Revised: 07-21-2015 ISD 709

District Forms

Bullying Report Form

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, interferes with students' ability to learn and teachers' ability to educate students in a safe and welcoming environment.

Any time you witness or are involved in a situation involving harassment, violence, or bullying behavior it is important to report it. Help is available; speak with your Teacher, School Principal, or another trusted adult at school, home, or in your community.

To the extent such conduct affects the educational environment of the Duluth School District and the rights and welfare of its students and is within the control of the Duluth School District in its normal operations, it is the Duluth School District's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented.

Please type or print. Attach additional pages or information if necessary.

Name of person(s) making report: _____ School: _____

Name of student(s) you are reporting: _____

When did the bullying behavior occur: _____

Where did the bullying behavior occur: _____

What happened (be specific and describe what was said or done): _____

List any witnesses who may have seen or heard what happened: _____

By signing below, I acknowledge this report is made in good faith and is correct to the best of my knowledge. I understand that Duluth Public Schools does not permit reprisal or retaliation and will work to investigate and remediate this situation.

Signature of Reporter(s) Date

Signature of Receiver Date

Submit to Building Principal or Designee at your School

INDEPENDENT SCHOOL DISTRICT NO. 709
HARASSMENT COMPLAINT FORM

Name of Person Filing Complaint (Complainant): _____

Address: _____

Telephone: _____
(Home) (School/Work Location)

Status of Person Filing the Complaint: ☐ Student ☐ Employee ☐ Parent ☐ Other _____
(Specify)

Type of Complaint: ☐ Sexual ☐ General ☐ Protected Group (select group from list below)

Protected Group: ☐ Race ☐ Color ☐ Creed ☐ Religion ☐ National Origin ☐ Sex ☐ Age ☐ Marital Status
☐ Disability ☐ Public Assistance ☐ Sexual Orientation ☐ Gender Identity/Expression ☐ Other Protected Group

Name of Person You Are Reporting (Respondent): _____

Status of Person You Are Reporting: ☐ Student ☐ Employee ☐ Parent ☐ Other _____
(Specify)

Statement of Complaint (Include type of harassment/violence, who was involved in the specific incidents in which it occurred, names of witnesses, etc.): _____

(Continue on reverse side or attach pages as needed.)

I UNDERSTAND THAT IN ACCORDANCE WITH DISTRICT POLICY #413, INDEPENDENT SCHOOL DISTRICT 709 WILL ADDRESS THIS COMPLAINT.

Signature of Complainant: _____ Date: _____

Signature of Person Receiving The Complaint: _____ Date Received: _____

Printed Name of Person Receiving The Complaint: _____

Name of Building Administrator (if different from person receiving initial complaint): _____

☐ Original to Human Resources Date Distributed: _____
(Human Resources will distribute a copy to the District's Climate Coordinator)

Copies Distributed To: ☐ Building Administrator Date Distributed: _____

(To be completed by Human Resources)

REPORT NUMBER: Year: _____ Building Code: _____ Number In Sequence By Year: _____

Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing

This information will help parents/guardians make informed decisions that benefit their children, schools, and communities.

Why statewide testing?

Minnesota values its educational system and the professionalism of its educators. Minnesota educators created the academic standards which are rigorous and prepare our students for career and college.

The statewide assessments are how we as a state measure that curriculum and daily instruction in our schools are being aligned to the academic standards, ensuring all students are being provided an equitable education. Statewide assessment results are just one tool to monitor that we are providing our students with the education that will ensure a strong workforce and knowledgeable citizens.

Why does participation matter?

A statewide assessment is just one measure of your student's achievement, but your student's participation is important to understand how effectively the education at your student's school is aligned to the academic standards.

- In Minnesota's implementation of the federal Every Student Succeeds Act, a student not participating in the statewide assessments will not receive an individual score and for the purpose of school and district accountability calculations, including opportunities for support and recognition, will not be considered "proficient."
- Students who receive a college-ready score on the high school MCA are not required to take a remedial, noncredit course at a Minnesota State college or university in the corresponding subject area, potentially saving the student time and money.
- Educators and policy makers use information from assessments to make decisions about resources and support provided.
- Parents and the general public use assessment information to compare schools and make decisions about where to purchase a home or to enroll their children.
- School performance results that are publicly released and used by families and communities, are negatively impacted if students do not participate in assessments.
- English learners not taking ACCESS or Alternate ACCESS for ELLs will not receive a score to meet English learner program exiting criteria.

Academic Standards and Assessments

What are academic standards?

The [Minnesota K–12 Academic Standards](#) are the statewide expectations for student academic achievement. They identify the knowledge and skills that all students must achieve in a content area and are organized by grade level. School districts determine how students will meet the standards by developing courses and curriculum aligned to the academic standards.

What is the relationship between academic statewide assessments and the academic standards?

The statewide assessments in mathematics, reading, and science are used to measure whether students, and their school and district, are meeting the academic standards. Statewide assessments are one measure of how well students are doing on the content that is part of their daily instruction. It is also a measure of how well schools and districts are doing in aligning their curriculum and teaching the standards.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)	ACCESS and Alternate ACCESS for English Learners
<ul style="list-style-type: none"> • Based on the Minnesota Academic Standards; given annually in grades 3–8 and high school in reading and mathematics; given annually in grades 5, 8, and high school for science. • Majority of students take the MCA. • MTAS is an option for students with the most significant cognitive disabilities. 	<ul style="list-style-type: none"> • Based on the WIDA English Language Development Standards. • Given annually to English learners in grades K–12 in reading, writing, listening, and speaking. • Majority of English learners take ACCESS for ELLs. • Alternate ACCESS for ELLs is an option for English learners with the most significant cognitive disabilities.

Why are these assessments effective?

Minnesota believes that in order to effectively measure what students are learning, testing needs to be more than answering multiple choice questions.

- To answer questions, students may need to type in answers, drag and drop images and words, or manipulate a graph or information.
- The Reading and Mathematics MCA are adaptive, which means the answers a student provides determine the next questions the student will answer.
- The Science MCA incorporates simulations, which require students to perform experiments in order to answer questions.

All of these provide students the opportunity to apply critical thinking needed for success in college and careers and show what they know and can do.

Are there limits on local testing?

As stated in Minnesota Statutes, section 120B.301, for students in grades 1–6, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 10 hours per school year. For students in grades 7–12, the cumulative total amount of time spent taking locally adopted districtwide or schoolwide assessments must not exceed 11 hours per school year. These limits do not include statewide testing.

In an effort to encourage transparency, the statute also requires a district or charter school, before the first day of each school year, to publish on its website a comprehensive calendar of standardized tests to be administered in the district or charter school during that school year. The calendar must provide the rationale for administering each assessment and indicate whether the assessment is a local option or required by state or federal law.

What if I choose not to have my student participate?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate. This form follows on the next page and includes an area to note the reason for the refusal to participate. Your student's district may require additional information.

A school or district may have additional consequences beyond those mentioned in this document for a student not participating in the state-required standardized assessments. There may also be consequences for not participating in assessments selected and administered at the local level. Please contact your school for more information regarding local decisions.

When do students take the assessments?

Each school sets their testing schedule within the state testing window. Contact your student's school for information on specific testing days.

- The MCA and MTAS testing window begins in March and ends in May.
- The ACCESS and Alternate ACCESS for ELLs testing window begins at the end of January and ends in March.

When do I receive my student's results?

Each summer, individual student reports are sent to school districts and are provided to families no later than fall conferences. The reports can be used to see your child's progress and help guide future instruction.

How much time is spent on testing?

Statewide assessments are taken one time each year; the majority of students test online. On average, the amount of time spent taking statewide assessments is **less than 1 percent of instructional time** in a school year. The assessments are not timed and students can continue working as long as they need.

Why does it seem like my student is taking more tests?

The statewide required tests are limited to those outlined in this document. Many districts make local decisions to administer additional tests that the state does not require. Contact your district for more information.

Where do I get more information?

Students and families can find out more on our [Statewide Testing page](#) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).



Minnesota Statutes, section 120B.31, subdivision 4a, requires the commissioner to create and publish a form for parents and guardians to complete if they refuse to have their student participate in state-required standardized assessments. Your student's district may require additional information. School districts must post this three-page form on the district website and include it in district student handbooks.

Parent/Guardian Refusal for Student Participation in Statewide Assessments

To opt out of statewide assessments, the parent/guardian must complete this form and return it to the student's school.

To best support school district planning, please submit this form to the student's school no later than January 15 of the academic school year. For students who enroll after a statewide testing window begins, please submit the form within two weeks of enrollment. A new refusal form is required **each year** parents/guardians wish to opt the student out of statewide assessments.

Date _____ (This form is **only** applicable for the 20____ to 20____ school year.)

Student's Legal First Name _____ Student's Legal Middle Initial _____

Student's Legal Last Name _____ Student's Date of Birth _____

Student's District/School _____ Grade _____

Please initial to indicate you have received and reviewed information about statewide testing.

_____ I received information on statewide assessments and choose to opt my student out. MDE provides the *Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing* on the [MDE website](http://education.mn.gov) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing).

Reason for refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

_____ MCA/MTAS Reading

_____ MCA/MTAS Science

_____ MCA/MTAS Mathematics

_____ ACCESS/Alternate ACCESS for ELLs

Contact your school or district for the form to opt out of local assessments.

I understand that by signing this form, my school and I may lose valuable information about how well my student is progressing academically. As a result, my student will not receive an individual score. Refusing to participate in statewide assessments may impact the school, district, and state's efforts to equitably distribute resources and support student learning; for the purpose of school and district accountability calculations, my student will not be considered "proficient."

If my student is in high school, I understand that by signing this form my student will not have an MCA score that could potentially save time and money by not having to take remedial, non-credit courses at a Minnesota State college or university.

Parent/Guardian Name (print) _____

Parent/Guardian Signature _____

To be completed by school or district staff only.

Student ID or MARSS Number _____

Posted May 2019